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1866
Department of Public Instruction,

CITY OF CHICAGO.

TWELFTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

FROM

SEPTEMBER 1, 1865, TO AUGUST 31, 1866.

CHICAGO:

ROUNDS & JAMES, BOOK AND JOB PRINTERS, 46 STATE ST.
1866.



BOARD OF EDUCATION.

OFFICE No. 76 LA SALLE STREET, OPPOSITE COURT HOUSE.

C. N. HOLDEN, *Pres't*, G. C. CLARKE, *Vice Pres't*.

E. BLACKMAN,
Room 12 Magie's Block.

M. W. LEAVITT,
No. 92 Washington Street.

CHARLES N. HOLDEN,
No. 100 Madison Street.

R. M. GUILFORD,
No. 16 South Water Street.

JOHN H. FOSTER,
No. 76 La Salle Street.

W. H. RYDER,
Cor. Wabash Av. and Van Buren Street.

L. BRENTANO,
No. 55 La Salle Street.

GEORGE C. CLARKE,
No. 140 Lake Street.

DAVID WALSH,
Cor. Jefferson and Mitchell Streets.

JOHN VON HORN,
No. 388 Milwaukee Avenue.

A. W. TINKHAM,
Office Board of Public Works.

J. F. BALLANTYNE,
Republican Office.

JOSEPH F. BONFIELD,
No. 16 Portland Block.

D. S. WENTWORTH,
No. 120 North Carpenter Street.

S. A. BRIGGS,
Fourth National Bank.

E. F. RUNYAN,
No. 12 Metropolitan Block.

SUPERINTENDENT OF PUBLIC SCHOOLS.

J. L. PICKARD,

Office, No. 76 La Salle Street, opposite the Court House.

OFFICE HOURS:

From February 1 to November 1, 5 to 6 P. M. From November 1 to February 1, 4 to 5 P. M.

STANDING COMMITTEES.

Buildings and Grounds—Blackman, Runyan and Briggs.

Auditing and Finance—Ballantyne, Brentano and Guilford.

Text Books and Course of Instruction—Ryder, Wentworth and Tinkham.

Rules and Regulations—Foster, Runyan and Briggs.

Apparatus and Furniture—Guilford, Bonfield and Tinkham.

Examination of Teachers—Leavitt, Blackman, Wentworth and Superintendent.

Appointment of Teachers—President, Leavitt and Foster.

Janitors and Supplies—Blackman, Ballantyne and Walsh.

Medals and Rewards—Bonfield, Walsh and Tinkham.

German—Brentano, Von Horn and Clarke.

Salaries—Runyan, Foster and Ballantyne.

Publication—Briggs, Guilford and Tinkham.

Evening Schools—Leavitt, Briggs and Runyan.

Music—President, Ryder and Superintendent.

High School—Clarke, Brentano and Wentworth.

COMMITTEES ON DISTRICT SCHOOLS.

Dearborn School—Ryder.

Jones School—Leavitt.

Scammon School—Guilford.

Kinzie School—Tinkham.

Franklin School—Brentano.

Washington School—Bonfield.

Moseley School—Clarke.

Brown School—Runyan.

Foster School—Walsh.

Ogden School—Foster.

Newberry School—Blackman.

Wells School—Wentworth.

Skinner School—Ballantyne.

Haven School—Briggs.

South Chicago School—Leavitt.

Bridgeport School—Bonfield.

Holstein School—Von Horn.

REPORT OF THE PRESIDENT.

To the Board of Education of the City of Chicago :

GENTLEMEN :—At the close of another school year, we pause to review the labors, to note the progress and advancement of the schools, and carefully to look over the field, that we may be prepared with new energy and zeal to improve upon the past in advancing popular education in our city.

During the past year, the “Wells School” building has been completed at a total cost of about \$43,000, seating 925 scholars, and we are surprised to find it already well filled. The pressing demand for more school room has induced the Common Council to furnish funds for the purchase of several fine lots, and the erection of several new buildings, many of which have been, and others are now being put under contract, one of which is to be a fine brick building, to relieve the Foster School; this when completed, will seat 925 scholars. The others are eight room frame buildings, and together will seat about 2000 more; these are all much needed, and no doubt will all be filled as soon as opened. The action of our Council should be followed up, by an application to our next Legislature, for authority to borrow, and expend, at least \$100,000 per annum for several years, or for an increase of taxes for the same purpose, but as we said in our last report, we deem it but just that at least part of the money for these permanent improvements should be borrowed, and paid by the future recipients of the benefits to be derived therefrom.

The High School has, as usual, during the past year sustained its high reputation, and the graduates of both departments have given new honors to our popular school system. During the past year we have opened a new branch of the High School, known as the training branch of the Normal department, under the instruction and training of Miss N. Ella Flagg, one of our High School graduates; this has proved a very satisfactory success, and I do not say too much, when I say that this is not excelled by any similar school in our country. The practical knowledge, the tact in teaching and discipline here gained by those preparing to teach, is of more real value to the young teacher, than any gained in the same or much more time in any other way. Many and perhaps most of our teachers would be benefited and improved by a term in this school. The question of enlarging, and improving upon our High School system is worthy of our attention, of so extending and enlarging the facilities, and range of studies, that the large class of young men seeking a liberal education in our city may be able to gain it here, under the care and oversight of parents and friends, and not be compelled to go to our eastern cities for such facilities as they need.

At the opening of our schools last year, German was introduced into one of our schools as an experiment, giving to those scholars in that school (the Washington,) one teacher, Mrs. P. M. Reed. As the friends of the movement expected, and much to the surprise of many who doubted the policy and utility of the course, in three or four months, we found the pupils (mostly Americans,) speaking, reading and writing German quite well, and at the same time holding their positions well, in the examinations on their English studies. The consequence is that now we have applications from nearly all of the school districts for the introduc-

tion of German by suitable teachers in their schools, and we have resolved as far as possible to comply with the request, coming as it does from parents and guardians. I am aware that while this movement has earnest and anxious friends, it has its opponents who urge that we have no right to so expend school funds, and that the tendency is to germanize Americans and not to americanize Germans. My own opinion from observation is, that while the study and knowledge of the German is a real business want, that a knowledge of the language and literature gives breadth and strength to our education, and is really one of the best means of americanizing our German population by bringing us into social and familiar contact with them in our dealings, and in all the routine of life's transactions, political, commercial, religious and social, all of which, without the aid of their language on our part, must be distant, distrustful and tedious, and cannot be accomplished to any great extent with the first generation, and not much greater with the second. Not so if we can at once approach them, in their own language. Others object that many of our scholars are allowed to remain in school but a short time at best, and are then taken out by necessity to labor for a living, or to aid in the support of their parents, hence they have no time to study German, and but little to gain the knowledge of simple reading and writing, but no one is *obliged* to study German, nor is it in the way of those who choose not to give it their time or attention. And if the practice of taking children out of school at ten to fourteen years of age to work, or of keeping them out entirely for the same or for a worse purpose, as is often the case, could be controlled by law, and *all* were obliged to go to school until by their mature years and strength they were prepared for labor without constitutional injury, it would be much better for them, and for future

generations. Ancient Greece took especial care of her children, but more particularly of her boys, they were properly fed, educated and trained, under the care of the State; their growth and constitutional development was deemed of great importance, and *they* raised men, men that could endure, men of strong intellect, of muscle and endurance, not short lived dwarfs in mind and body, as so many are in this age of neglect, labor and weakness. We should give our children time enough to gain a fair or good education, and for their full constitutional development without too severe labor or study in so doing, for we may ruin our children by hard study, as well as hard work in the field or shop; and here perhaps is the great fault in our schools, the pupils are hurried or driven through their course of study with such laborious rapidity, as often to very materially injure their health and prospects for life. This I am satisfied is an error in our school system that should receive our careful attention, and be remedied as soon as possible; seeing this evil and witnessing its effect, causes many parents to keep their children out of school part of the time, some out of our schools altogether, but while they attempt thus to remedy an evil, beyond their reach, they often commit another. Such scholars get into the habit of staying out of school, lose their place in their classes, get discouraged or come to dislike, or lose their love of school; their school days soon pass, and they have lost an education. Such would not be the case if the evil under consideration was abated, and school was made pleasant and attractive, without so much labor as to injure the health or make school days, days of drudgery and mental labor.

I again call your attention to the buildings and valuable property of the Dearborn and Jones schools, property much better fitted for business than school purposes, and repeat

my former suggestion, that one or both should be sold as soon as a fair price can be obtained, and a new and more quiet location selected, and one large building be erected, that would accommodate both districts in one, with more room and comfort than the two now afford ; or the new position and building secured, and the present lots leased for a revenue.

Since the close of our school year, we have largely increased the pay of our teachers with the express understanding that only the *first* talent in teaching should be employed or retained. It will be a very great gain to our schools if that *understanding* is fully carried out by us.

As a whole, our teachers are of a high standard, and most of them aim to excel—continually seeking new ways and means to improve themselves, and to elevate their standard of teaching. They spare no pains or labor in or out of school hours for this purpose. But there are those, whose leading desire is, for the close of school hours and pay day, who give their school duties no thought out of school, and but little attention during the hours of labor. Such should not be retained, they have entered upon labor they are not fitted to perform, and should seek other employment of their own will. Teachers who are not anxious to excel, and who do not give the school all of their time, study and thought, during school hours, and a good part of their leisure, out of school hours, may be assured that they are not doing their duty, nor are they giving satisfaction to the Board or parents.

The mere routine of teaching, without any new phases, or diversified with the results of thought and study on the part of the teacher soon becomes tedious, and a hardship hardly endurable, like the continued march of an army over a desert ; give them the hill and dale, a sharp march and

rest, the skirmish and chase, with water and rations, and a longer distance is traveled cheerfully without complaint or seeming tedious.

Our children should not only learn the text of their books in school, but they should there learn proper deportment, chaste and correct language, elevating and ennobling sentiments, and even and happy tempers should be cultivated, and the gentleman and lady should here be fully formed and prepared to go forth as such. No uncouth or coarse remarks should ever be heard in the school room. No slang phrase or improper sentiment should find expression here, and most certainly not from a teacher. No unkind remark from one teacher to another, and especially from a Principal to his assistant.

The members of the Board have, during the past year, paid more attention to the schools, have made more visits, and have become better acquainted with the schools, than I have ever known in any one year. And there is still a chance to improve in this direction. I hope the present year will find each of you quite as often in your own or other schools, and the result will be seen and felt for good by both teachers and scholars.

We have been again called to mourn the loss by death of an esteemed former member of our Board. The Hon. Luther Haven, long President, and an active and useful member, has been called away from us, and we mourn his loss as one who loved the cause of education. The honor of giving his name to the Haven school is a token of the appreciation in which he was held by educators in our city.

The labors of the Board are arduous and various, and if we do our whole duty, we shall be obliged to do many things not pleasant, and for so doing, shall be censured and often slandered by those whose path we may cross, but I hope the

time will never come, when the interests of the schools, and of education, will be sacrificed for sympathy, friends, or position. Certainly we can afford to lose our pay, but we can not afford to step aside from the plain path of duty. Let us always be sure of duty and right, and then without fear or favor perform it willingly, with a clear conscience to abide by any and all consequences that may follow.

C. N. HOLDEN, *President.*

REPORT

OF THE

COMMITTEE ON BUILDINGS AND GROUNDS.

To the Board of Education of the City of Chicago :

GENTLEMEN : Your Committee on Buildings and Grounds has found the past a busy year. When we entered upon our duties we found all the preliminary steps taken toward the erection of a new school building, but the selection of plans and the supervision of its construction have devolved upon us. Ground was broken for the "Wells School" Building about the first of August. A part of the building was ready for occupancy upon the first of May, and the work is rapidly approaching completion as we give place to our successors (May 1866.) The contract price for its completion is \$32,323. This does not include heating apparatus or seats. The expenditures for heating and seating the building, for fencing and grading the grounds, for the introduction of water and for the construction of out-buildings, will not fall short of \$10,000. The building fully finished and furnished, will therefore cost about \$43,000.

The plans were furnished by A. Bauer, Architect, who has had the special supervision of its construction. We believe it to be a model building, neat, tasteful and convenient. The city needs many others like it, but funds have thus far been lacking. Steps have been taken towards securing means for the erection of buildings that will meet the wants of the city in some slight degree, but a few facts will show that more means than we are likely to secure, unless through

Legislative aid, must be forth-coming, or our city will suffer beyond remedy.* There are to-day (May 15th, 1866,) 6,000 children in our schools, more than can be accommodated with seats owned by the city. All buildings that could be rented are occupied, and yet nearly 4,000 children are found daily in our schools without comfortable seats. Three or four children are crowded into seats designed for two. Benches along the sides of the room are filled, and many children are compelled to sit upon the edge of the teacher's platform, without support for their backs, or any place upon which to rest their books.

Immediately upon the opening of the Wells School Building the attendance upon that school increased 50 per cent. Taking this fact as a basis of calculation, there must be at least 8,000 children not in our schools, who would be there, were ample accommodations furnished. With the 4,000 children crowded into the schools and the 8,000 children crowded out, we have enough to fill twelve buildings of the size of the Wells School Building. These children are entirely or partially deprived of school privileges. Some relief should be sought forthwith through such Legislative action as will secure us means for building, and will thereby save the city from harm.

We found many of our buildings sadly in need of repairs. Some outbuildings were found too small, and others totally unfit for the accommodation of pupils. In all cases where it was possible to do so, basements and vaults have been connected with sewers. All these repairs have cost money, but

* Some means have been secured through the liberality of the Common Council since the expiration of our term of office, that will make provision for about 2,000 children at an early day, and probably 1,000 more within one year, but this will hardly meet the demands of our increased population during the time necessary for the construction of the buildings.

their cost will be returned in the physical and moral health of our youth. Paint and whitewash are good friends of law and order. We think it will appear from the Superintendent's Report that the condition of the schools has materially improved during the year, and we are not assuming too much to say that some portion of this improvement is due to the more cleanly and cheerful appearance of the school buildings. Through the careful management of our Building and Supply Agent, James Ward, Esq., all repairs have been, we think, very economically made. Your Committee thought best to have the annual cleansing of all the buildings done during the spring vacation instead of during the summer vacation as heretofore, so that in this respect a double duty has devolved upon us within the year.

We can not recite in detail the many repairs made during the year, but the more prominent are the following :

Painting.—Dearborn, Kinzie, Franklin and Ogden school buildings thoroughly, and Brown and Foster in part.

New Roof.—Washington school building.

Connecting with Sewer—Vaults at High, Dearborn, Scammon, Kinzie and Foster schools.

For a more detailed account of the location, size and value of the school lots and school buildings, we refer you to the following tables :

Name.	Location.	Size.	Value.
High.....	Monroe street, bet. Desplaines and Halsted.	203x186 ft.	\$20,300
Dearborn.....	Madison, bet. State and Dearborn.....	130x162 ft.	78,000
Jones.....	Cor. Clark and Harrison.....	{ 150x212 ft. 50x106 ft. }	45,000 5,000
Scammon.....	Madison, bet. Union and Halsted.....	203x205 ft.	30,450
Kinzie.....	Cor. Ohio and LaSalle.....	197x 90 ft.	16,745
Franklin.....	Cor. Division and Sedgwick.....	181x264 ft.	18,100
Washington.....	Cor. Indiana and Sangamon.....	200x116 ft.	8,000
Moseley.....	Cor. 24th Street and Michigan Avenue.....	200x224 ft.	25,000
Brown.....	Warren, bet. Wood and Page.....	262x122 ft.	20,960
Foster.....	Cor. Union and O'Brien.....	200x172 ft.	12,000
Ogden.....	Chestnut, bet. Dearborn and Wolcott.....	179x108 ft.	12,530
Newberry.....	Cor. Willow and Orchard.....	200x148 ft.	8,000
Wells.....	Cor. Reuben and Cornelia.....	250x180 ft.	7,100
Skinner.....	Cor. Aberdeen and Jackson.....	145x189 ft.	11,600
Haven.....	Wabash Avenue, bet. 14th and 16th.....	150x170 ft.	19,500
South Chicago.....	Douglas Place, nr. Calumet Avenue.....	Rented.	
Bridgeport.....	Archer Road and Bridge Street.....	{ 115x237 ft. Triangular }	3,000
Holstein.....	Courtland Street near Henshaw.....	100x145 ft.	1,500
Total Valuations.....			\$343,185

NOTE. Lots have been purchased since the date of this report, at the			
Corner of Lake and Elizabeth streets.....	206x164 ft.	\$16,520	
Douglas Place near University Avenue.....	200x231 ft.	6,400	
Corner of John and Walsh streets.....		7,000	
Corner of Market and Pearson streets.....	239x108 ft.	15,730	
Total.....		\$45,650	

SCHOOL BUILDINGS.

	When Erected.	Materials.	Height.	Size.	How Heated.	Value.	Present Condition.
High,	1856	Stone.	Three Stories.	53 x 90 feet.	Furnace.	\$30,000	Good.
Dearborn,	1844	Brick.	Two Stories.	60 x 80 feet.	Stoves.	8,750	Poor.
Jones,	1844	Brick.	Two Stories.	53 x 71 feet.	Stoves.	10,500	Poor.
" Branch,	1858	Wood.	Two Stories.	26 x 45 feet.	Stoves.	2,200	Fair.
Scammon,	1846	Brick.	Two Stories.	50 x 72 feet.	Stoves.	10,500	Fair.
" Branch,	1862	Wood.	Two Stories.	60 x 36 feet.	Stoves.	4,000	Good.
Kinzie,	1845	Brick.	Two Stories.	46 x 71 feet.	Stoves.	10,500	Poor.
" Branch,	1862	Wood.	Two Stories.	56x39 with } ft. wing 26x44 }	Stoves.	5,000	Good.
Franklin,	1851	Brick.	Two Stories.	45 x 70 feet.	Stoves.	10,500	Fair.
" Branch,	1862	Wood.	Two Stories.	56x39 with } ft. wing 26x44 }	Stoves.	5,000	Good.
Washington, ..	1851	Brick.	Two Stories.	45 x 70 feet.	Stoves.	10,500	Fair.
" Branch,	1852	Wood.	Two Stories.	56x39 with } ft. wing 26x44 }	Stoves.	5,000	Good.
" "		Wood.	Two Stories.	.....	Stoves.	500	Poor.
Moseley,	1856	Brick.	Three Stories.	78 x 58 feet.	Steam.	24,000	Good.
Brown,	1857	Brick.	Three Stories.	60 x 84 feet.	Steam.	26,000	Good.
Foster,	1857	Brick.	Three Stories.	60 x 84 feet.	Furnace.	26,000	Good.
" Branch,	1855	Wood.	Two Stories.	26 x 42 feet.	Stoves.	2,000	Fair.
" "	1862	Wood.	Two Stories.	44 x 53 feet.	Stoves.	4,000	Good.
Ogden,	1856	Brick.	Three Stories.	60 x 80 feet.	Steam.	25,000	Good.
Newberry,	1858	Brick.	Four Stories.	74x78 with } ft. wing 50x58 }	Stoves.	35,000	Good.
Wells,	1865	Brick.	Four Stories.	68 x 86 feet.	Steam.	35,000	Good.
Skinner,	1859	Brick.	Four Stories.	74x78 with } ft. wing 50x58 }	Steam.	35,000	Good.
Haven,	1862	Brick.	Four Stories.	68 x 86 feet.	Steam.	30,000	Good.
So. Chicago, ..		Wood.	One Story.	22 x 44 feet.	Stoves.	800	Fair.
Bridgeport, ..		Wood.	Two Stories.	28x66 with } ft. wing 24x40 }	Stoves.	2,000	Fair.
Holstein,		Wood.	One Story.	24 x 34 feet.	Stoves.	700	Fair.

The city owns one building used hitherto by the Wells School, built in 1855, wood, two stories, 42 x 46 feet, stoves, \$1000, fair, which will be moved to some other spot. Total value of School Buildings, \$359,450.

Your Committee would recommend that in all buildings hereafter erected for school purposes, provision be made for the Janitor. In many of the buildings now used, rooms could be finished off at little expense for the use of the Janitor and his family. By thus providing our Janitors with room and fuel, we may save in their wages a sum greater than the cost to us, and we shall at the same time save the building from much injury. The protection to the buildings is the strongest reason we can urge in behalf of this proposition, but the comfort of children and of teachers will be more surely secured if the Janitor is at all times upon the premises.

In the appendix will be found a list of school property with valuation of each lot.

E. BLACKMAN,	}	<i>Committee on Buildings and Grounds.</i>
W. H. RYDER,		
E. F. RUNYAN.		

REPORT

OF

COMMITTEE ON TEXT BOOKS AND COURSE OF INSTRUCTION.

To the Board of Education of the City of Chicago :

GENTLEMEN :—The duty of revising the Graded Course of Instruction has devolved upon your Committee on Text Books and Course of Instruction. The work has been completed, and is presented in a separate volume, now in the hands of the Board for distribution among the teachers of the schools.

For the information of those who may desire an outline of our course, the outline by grades is presented herewith.

OUTLINE OF GRADED COURSE.

TENTH GRADE.

Oral Instruction.—Different parts of the human body ; five senses ; common objects, their size, color and more observable properties.

Morals and Manners.

Reading from blackboard and from cards, with exercises in spelling, both by letters and sounds, until the child can call at sight and spell correctly at least one hundred of the words found in the first half of the Primer. Two or more lessons each day.

Counting from one to sixty. Simple exercises in adding, with use of numeral frame.

Drawing on the slate ; imitating simple forms, letters, figures and other objects sketched by the teacher.

Printing or Writing the reading and spelling lessons, and the Arabic numbers as far as twenty. Two or more exercises a day.

Singing.

Physical Exercises as often as once every half hour ; each exercise from three to five minutes.

The recitations in this grade should never exceed fifteen minutes each, and in some lessons ten minutes will be time enough.

NINTH GRADE.

Oral Instruction.—Domestic animals ; trees ; primary colors ; the three kingdoms of nature.

Morals and Manners.

Reading and Spelling.—Exercises upon blackboard and cards continued ; tenth grade lessons reviewed ; Primer completed and reviewed ; spelling both by letters and sounds ; the exercises in both reading and spelling at least twice each day ; the names and forms of the different pauses, with the proper use of the period.

Counting from one to one hundred ; reading and writing Arabic numbers to one hundred ; addition tables from blackboard to 4 plus 10, forward, backward, and irregularly, with use of numeral frame ; Roman numerals to L, both in course and out of course ; exercises in adding series of small numbers.

Drawing.—Exercises at least twice each day with slate and pencil, using elementary cards when they can be obtained ; printing or writing lessons in spelling, numerals, etc., etc.

Singing.

Physical Exercises from two to five minutes at a time, not less than five times a day.

EIGHTH GRADE.

Oral Instruction.—Wild animals ; secondary colors ; plants and vegetables ; divisions of time and their names.

Morals and Manners.

Reading and Spelling.—First Reader, read and reviewed, with particular attention to punctuation, definitions and illustrations ; short daily drill in enunciating vowels, consonants, and combinations of vowels and consonants ; spelling the columns of words, and words selected from the reading lessons, both by letters and by sounds.

Drawing and Writing.—Two or more exercises a day with slate and pencil, or paper and pencil; and printing or writing lessons in spelling and arithmetic.

Addition and Subtraction Tables.—Exercises in adding series of numbers; reading and writing Roman numerals to one hundred, forward, backward and irregularly.

Singing.

Physical Exercises from two to five minutes at a time, not less than five times a day.

SEVENTH GRADE.

Oral Instruction.—Trades, tools and materials; lines and angles; general classification of animals; tints and shades.

Morals and Manners.

Reading and Spelling.—First half of Second Reader, with careful attention to punctuation, illustrations and definitions; short daily drill in enunciating difficult combinations of consonants, and the more difficult words of the reading lessons; spelling both by letters and by sounds, half through monosyllabic words in the Speller and from the reading lessons.

Drawing and Printing.—Two or more lessons a day from drawing cards, when they can be obtained, and printing and writing lessons in spelling.

Multiplication and Division Tables.—Through 5s; Arabic and Roman Numerals to 500; exercises in adding and subtracting series of numbers.

Singing.

Physical Exercises from two to four minutes at a time, not less than five times a day.

SIXTH GRADE.

Oral Instruction.—Articles eaten and worn (distinguishing foreign from home products); plane figures; circle and its parts; flowers and fruits.

Morals and Manners.

Reading and Spelling.—Second Reader completed and reviewed, with strict attention to punctuation, definitions and illustrations; frequent exercises in enunciating difficult combinations of

consonants, and of the more difficult words of the reading lessons ; spelling both by letters and by sounds, with definitions from Speller through monosyllables, and from reading lessons.

Drawing with slate and pencil, or paper and pencil, using drawing cards, cuts from other books and other copies ; writing the large letters of the alphabet in plain script hand ; also words from reading and spelling lessons.

Elementary Arithmetic completed through the 12s with frequent applications and illustrations other than those in the text book ; exercises in adding, subtracting, multiplying and dividing series of numbers ; reading and writing Arabic and Roman numerals to one thousand.

Abbreviations.

Singing.

Physical Exercises from one to four minutes at a time, not less than four times a day.

FIFTH GRADE.

Oral Instruction.—Review of previous grades : weights and measures ; rectangular and spherical solids.

Morals and Manners.

Reading and Spelling.—First half of Third Reader read and reviewed, with close attention to punctuation, definitions and illustrations ; frequent exercises in enunciation ; spelling, both by letters and by sounds from Speller half through dissyllabic words and from reading lessons.

Sentence Making.—Applying rules of punctuation, with use of capitals.

Drawing—With slate or lead pencil, using cuts from books, drawing cards and other copies.

Writing with ink.

Mental Arithmetic.—To where Arabic characters are introduced ; exercises in reading and writing Arabic numbers to 1,000,000, and Roman numerals to 2,000 ; exercises in combining series of numbers.

Abbreviations reviewed.

Singing.

Primary Geography.—Through the United States, with map drawing.

Declamations and Recitations.

Physical Exercises from two to four minutes at a time, not less than four times a day.

FOURTH GRADE.

Oral Instruction.—Kinds and properties of matter ; laws of motion ; National Flag ; National and State coats of arms ; metals and minerals ; Historical sketches (King Philip, Columbus, Cortez, Pocahontas, Washington, Franklin.)

Morals and Manners.

Primary Geography—Completed and reviewed, with map drawing.

Construction of Sentences with oral lessons in English Grammar.

Third Reader completed, with close attention to punctuation, definitions, illustrations, and to elementary sounds.

Written and Oral Spelling, with definitions from Speller through dissyllables, and from reading lessons.

Drawing.

Singing.

Writing.

Mental Arithmetic, from 5th Grade half through to Tables.

Slate Arithmetic to fractions ; exercises in combining series of numbers.

Declamations and Recitations.

Physical Exercises, from two to four minutes at a time, not less than three times a day.

THIRD GRADE.

Oral Instruction—Air, water ; respiration, circulation, digestion ; National and State Governments ; seven wonders of the world ; historical sketches (Socrates, Cæsar, Mohammed, Cromwell, Peter the Great.)

Morals and Manners.

Geography through Western States, with map drawing.

First half of Fifth Reader with punctuation, definitions, illustrations and elementary sounds.

Written and Oral Spelling, with definitions from Speller through trisyllables.

Writing.

Singing.

Mental Arithmetic to Tables.

Grammar through pronouns, with lessons in the use of language to follow oral exercises in Grammar.

Written Arithmetic—From fractions through the book ; exercises in combining series of numbers.

Declamations and Recitations.

Physical Exercises, from two to four minutes at a time, not less than three times a day.

SECOND GRADE.

Oral Course.—Electricity and magnetism ; sound ; light ; heat ; historical sketches (Demosthenes, Cicero, Tell, Webster, Calhoun and Clay.)

Morals and Manners.

Grammar to rules of syntax.

Compositions, Abstracts and Written Reviews.

Geography to Asia and review.

Map Drawing from memory.

History of the United States to the Revolution.

Fifth Reader completed, with punctuation, definitions, illustrations and elementary sounds.

Written and Oral Spelling, with definitions from Speller, half through polysyllabic words and from reading lessons.

Writing.

Singing.

Mental Arithmetic completed.

Slate Arithmetic, from beginning through simple interest ; exercises in combining series of numbers.

Declamations and Recitations.

Physical Exercises, from two to four minutes at a time, not less than three times a day.

FIRST GRADE.

Oral Instruction.—Geology, meteorology, popular astronomy, historical sketches (Babylon, Nineveh, Herculaneum and Pompeii, Jerusalem, Athens, Carthage.)

Morals and Manners.

Grammar completed, with parsing and analysis from reading book.

Compositions, Abstracts and Written Reviews.

Geography, completed and reviewed, with map drawing from memory, and use of terrestrial globe.

History of United States, completed and reviewed.

Sixth Reader, with explanations, illustrations and analysis. Analysis of derivative and compound words, and a few selected rules of spelling. Speller completed.

Writing.

Singing.

Slate Arithmetic, completed and reviewed. Exercises in combining series of numbers.

Mental Arithmetic reviewed, especially more difficult examples.

Declamations and Recitations.

Physical Exercises, from two to four minutes at a time, not less than three times a day.

HIGH SCHOOL---GENERAL DEPARTMENT.

YEARS.	FIRST TERM.	SECOND TERM.	THIRD TERM.
I.	Algebra. German or Latin. Physical Geography.	Algebra. German or Latin. Physiology.	Algebra, reviewed. German or Latin, reviewed. Physical Geography reviewed. Physiology reviewed.
II.	Geometry. German or Latin. Universal History.	Geometry. German or Latin. Universal History. Botany.	Geometry. reviewed. German or Latin, reviewed. Universal History, reviewed. Botany.
III.	Trigonometry and Surveying. German, or Latin, or French. Natural Philosophy. Rhetoric.	Astronomy. German, or Latin, or French. Natural Philosophy. English Literature.	Trigonometry and Surveying, reviewed. German, or Latin, or French, reviewed. Natural Philosophy, reviewed. English Literature, reviewed.
IV.	Chemistry. German, or Latin, or French. Intellectual Philosophy. Constitution of U. S.	Geology. German, or Latin, or French. Book-keeping. Political Economy.	Chemistry and Geology, reviewed. German, or Latin, or French, reviewed. Book-keeping. Political Economy reviewed. Mental Science, reviewed.

Reading, during the first and second years. Drawing, during the second, third and fourth years. Composition and Declamation during the entire course.
Physical Exercises, through the course.

HIGH SCHOOL---CLASSICAL DEPARTMENT.

YEARS.	FIRST TERM,	SECOND TERM.	THIRD TERM.
I.	Algebra. Harkness' First Latin Book. Physical Geography.	Algebra. Harkness' First Latin Book. Physiology.	Algebra Reviewed. Latin Reader. Physical Geography reviewed. Physiology reviewed.
II.	Geometry. Latin Reader. Universal History.	Geometry. Caesar. Universal History. Greek Reader.	Geometry reviewed. Caesar. Universal History. Greek Reader.
III.	Greek Reader. Cicero. Natural Philosophy.	Greek Reader. Cicero. English Literature.	Greek—Anabasis. Cicero Reviewed. Natural Philosophy reviewed. English Literature reviewed.
IV.	Greek—Anabasis. Virgil—Eclogues. Latin Prose.	Greek. Virgil—Æneid and Georgics. Latin Prose.	Review of Latin and Greek.

Reading, during the first and second years. Drawing, during the second, third and fourth years. Composition and Declamation, during the entire course. Classical Antiquities--Military Affairs, during the second year. Classical Antiquities--Civil Affairs, during the third year. Classical Antiquities--Mythology, during the fourth year. Ancient Geography, in connection with the History and Literature of Greece and Rome. Physical Exercises through the course.

HIGH SCHOOL---NORMAL DEPARTMENT.

YEARS.	FIRST TERM.	SECOND TERM.	THIRD TERM.
I.	Arithmetic. Algebra. Political Geography and Map Drawing. Geometry.	Grammar. Algebra. Geography and Map Drawing. Geometry.	Physical Geography. Outlines of General History. Botany.
II.	Natural Philosophy. Physiology. Book-keeping, half term. Rhetoric. Constitution U. S. and Principles of Government.	Natural Philosophy, Chemistry. Mental Philosophy.	Arithmetic, half term. Geography. Grammar. Astronomy.

Reading, through the entire course. Composition, through the entire course. Practice of Teaching, through the entire course. Singing, through the entire course—one lesson per week. Drawing, through last four terms—two lessons per week. Theory of Teaching, last two terms. Physical Exercises, through the course.

Though many changes in Text Books may appear to have been made, owing to the very frequent discussions upon such matters, the facts will disappoint many who have been led into error in this regard.

In the Grammar Schools "Kerl's Grammar" has been substituted for "Quackenbos'." The "Silver Lute" had been used so long as a singing book that a change seemed absolutely necessary, and its place has been taken in some grades by "Merry Chimes," and in others by "Song Birds." "Mitchell's Primary Geography" has been added to the list for use in the fourth and fifth grades. In the High School "Haven's Mental Philosophy" has been put in place of "Wayland's."

Our list now embraces sixty text books, twenty-eight in General Department of the High School, sixteen in the Classical Department, and sixteen in the several grades of the Grammar Schools, besides Cards and Tablets. These are as follows :

TEXT BOOKS USED IN THE HIGH SCHOOL.

GENERAL DEPARTMENT.

1. Preparatory Studies reviewed, using the text books authorized in the District Schools.
2. Warren's Physical Geography.
3. Weber's Universal History.
4. Ancient Geography, in connection with History.
5. Ray's Higher Arithmetic.
6. Ray's Algebra.
7. Davies' Legendre.
8. Plane and Spherical Trigonometry.
9. Mensuration.
10. Gillespie's Surveying.
11. Navigation.

12. Hanaford & Payson's Elementary Book-keeping.
13. Gray's Botany.
14. Robinson's Elementary Astronomy.
15. Cutter's Physiology.
16. D. A. Wells' Natural Philosophy.
17. D. A. Wells' Chemistry.
18. Geology (Hitchcocks') and Mineralogy.
19. Quackenbos' Rhetoric.
20. Wayland's Political Economy.
21. Shurtliff's Governmental Instructor, and Constitution
of the United States.
22. Haven's Mental Philosophy.
23. Etymology.
24. Cleveland's English Literature.
25. Hillard's Sixth Reader.
26. Drawing.
27. Vocal Music; using the Coronet.
28. Woodbury's German Series.
29. Schiller's William Tell, and Schiller's Maria Stuart.
30. Fasquelle's French Course.
31. Chapsal's Literature Française.

CLASSICAL DEPARTMENT.

- Nos. 1, 2, 3, 4, 5, 6, 7, 15, 16, 24, 25, 26, 27.
Andrews' and Zumpt's Latin Grammars.
Harkness' Arnold's First Latin Book.
Andrews' Latin Reader.
Andrews' Latin Prose Composition.
Andrews' Cæsar.
Johnson's Cicero.
Bowen's Virgil.
Andrews' Latin Lexicon.

Anthon's Classical Dictionary.
Crosby's Greek Grammar.
Crosby's Greek Lessons.
Arnold's Greek Prose Composition.
Felton's Greek Reader.
Boise's Xenophon's Anabasis.
Owen's Homer's Iliad.
Liddell & Scott's Greek Lexicon.

TEXT BOOKS USED IN THE DISTRICT SCHOOLS.

Hillard's Fifth and Sixth Readers.
Parker & Watson's First, Second and Third Readers.
Parker & Watson's Elementary Speller and Pictorial
Primer.
Edwards' Outlines of English History.
Charles A. Goodrich's History of the United States.
Kerl's Grammar.
Warren's Common School Geography.
Mitchell's Primary Geography.
Robinson's Practical Progressive Arithmetic.
Colburn's Intellectual Arithmetic.
Emerson's First Part.
Payson, Dunton & Scribner's Writing Books.
Webb's Charts.
Philbrick's Primary School Tablets.
Webster's Primary Dictionary.
Merry Chimes and Song Bird, No. 2.
Movable Cards with Words and Letters for the use of the
Tenth Grade.

Dictionaries.—Webster's and Worcester's Quarto Dictionaries shall be used as authority in Definitions; and Webster's Dictionary as authority in Orthography and Pronunciation; but the orthography of any scholar, in exercises of composition, shall not be deemed incorrect if in accordance with either Webster or Worcester.

H. T. STEELE,	}	<i>Committee on Text Books and Course of Instruction.</i>
R. M. GUILFORD,		
L. BRENTANO,		

REPORT
OF THE
COMMITTEE ON RULES AND REGULATIONS.

To the Board of Education of the City of Chicago :

. GENTLEMEN: In the appendix will be found the result of our labors for the year. We have deemed it advisable to recommend but few changes in the Rules, as the more permanent they can remain the better they will be observed. We trust every teacher will study them carefully and be ready to abide by them.

M. W. LEAVITT,	}	<i>Committee on Rules and Regulations.</i>
J. F. BONFIELD,		
H. T. STEELE,		

REPORT

OF THE

COMMITTEE ON EXAMINATION OF TEACHERS.

To the Board of Education of the City of Chicago:

GENTLEMEN: The following table will give you the result of our year's labor. It includes also the work of the Committee on Appointment of Teachers:

EXAMINATIONS for year ending May 4th, 1866:

GENERAL.

	NUMBER EXAMINED.		CERTIFICATES AWARDED.		NO. APPOINTED TO DATE OF REPORT.		
	Males.	Females	Males.	Females	Males.	Females	
July 14, 1865,.....	6	17	3	17		13	Normal class, 1865
August 24, 1865, ...		28		11		5	
August 31, 1865, ...		37		18		11	
December 29, 1865, ..		35		21		7	
May 4, 1866,.....							

SPECIAL.

August 7, 1865,.....	1		1		1		High School.
August 15, 1865, ...		1		1			
September 8, 1865, ..		1					Jones School.
September 13, 1865, ..	1		1		1		
November 27, 1865, ..		1		1		1	German Teacher.
January 2, 1866,....		1		1		1	
April 7, 1866,.....		1		1		1	
Total,	8	122	5	71	2	39	

In accordance with your instructions, we have prepared two forms of Certificates—the one of a “Partial Certificate,” the other of a “Full Certificate.” The first is awarded to those who pass a successful examination, the second is designed for such as prove themselves successful in all matters of discipline and instruction. The two forms are submitted herewith.

DEPARTMENT OF PUBLIC INSTRUCTION,
CITY OF CHICAGO.

TEACHER'S PARTIAL CERTIFICATE.

This certifies that ———, has passed a satisfactory examination before a Committee of the Board of Education, upon all branches taught in the ——— School of Chicago, and is deemed qualified to teach in said School .

....., President.

....., Secretary.
Chicago, ———, 186

NOTE.—This Certificate will be exchanged for a Full Certificate whenever the holder proves specially successful in all matters of instruction and discipline.

TEACHER'S CERTIFICATE.

The Board of Education of the City of Chicago hereby certifies that M ———, upon full trial has proved h self a competent teacher in all matters of instruction and discipline, and in accordance with the conditions attached to the Partial Certificate heretofore given h , this certificate is awarded, to remain in force until revoked.

In witness whereof the signatures of the President and Secretary are hereto affixed this ——— day of ——— 18 .

....., President.

....., Secretary.

The Committee will state that the general examinations of the year have been far from satisfactory, since the time that could be spent upon them has not been sufficient to meet the exigencies of the case. The numbers to be examined have in all cases been quite large. We would suggest that, hereafter, examinations be more frequent, and that separate examinations be held for those teachers who have had successful experience.

J. H. FOSTER, } *Com. on*
G. C. CLAKE, } *Examination*
E. F. RUNYAN, } *of Teachers.*

REPORT

OF THE

COMMITTEE ON MEDALS AND REWARDS.

To the Board of Education of the City of Chicago :

GENTLEMEN :—Your Committee present the following as their Report for the year just closed :

AWARD OF BRYANT & STRATTON SCHOLARSHIPS.

HIGH SCHOOL—General Department ...	Agnes M. Buel.
“ “ Normal “	Hattie E. Hitchcock.
DEARBORN SCHOOL,	Emma J. Jenness.
JONES “	Frank A. Gage.
SCAMMON “	John M. Holliday.
KINZIE “	Edward J. McGuire.
FRANKLIN “	Charles E. Wilbur.
WASHINGTON “	Matilda Liebenstein.
MOSELEY “	George H. West.
BROWN, “	Annie K. Creswell.
FOSTER, “	George E. Lincoln.
OGDEN, “	Mida D. Warne.
NEWBERRY, “	Roland R. Landis.
WELLS, “	Albert W. Schrader.
SKINNER, “	Emeline A. Wilce.
HAVEN, “	E. Emma Nash.
SO. CHICAGO, “	Louie W. Towslee.
BRIDGEPORT “	Julia F. Maher.
HOLSTEIN “	Sarah Bunting.

AWARD OF FOSTER MEDALS.

DEARBORN SCHOOL.—Mary C. Small, Anna Katz and Maggie T. Hawkins.

JONES SCHOOL.—Fannie White and Ella K. Wilson.

SCAMMON SCHOOL.—Jennie E. Throop, Laura H. Sturtevant, Elsie V. Smale and George W. Timmerman.

KINZIE SCHOOL.—Nevada A. Williamson and Ida R. Miller.

FRANKLIN SCHOOL.—Louise L. Saberton, Matilda Eliel and Henry Dickson.

WASHINGTON SCHOOL.—Alice Hill, Harriet Gosselin, Anne Tustin and Sarah Patterson.

MOSELEY SCHOOL.—Frank Scoville, Emma B. Fennimore and Clara M. Baker.

BROWN SCHOOL.—Grace Sherwood, Carrie C. Briggs, Willie W. Goodman and Frank K. Stevens.

FOSTER SCHOOL.—Otto Newhouse, Lizzie Danson, Thos. H. Gilligan, M. Fanny Vandervort, George F. Moore and Isabel Leslie.

OGDEN SCHOOL.—Virginia B. Clayton, Ella C. Hanford, Sophie C. Johns and Mary Paddock.

NEWBERRY SCHOOL.—Minnie Cruikshank and Seraphine Jamot.

WELLS SCHOOL.—Mattie A. Carey.

SKINNER SCHOOL.—Fanny Crowell, Eliza M. McCotter, Ada Rawson, Mary E. Holligan, Annie E. Leadley and Anna Steiger.

HAVEN SCHOOL.—Hannah Rogers, Arthur F. Kingman and Anne S. Stiles.

SOUTH CHICAGO SCHOOL.—Emma Excell.

BRIDGEPORT SCHOOL.—Ada Piper.

HOLSTEIN SCHOOL.—Lily C. Atkinson.

The medals distributed this year were struck from new dies, the old dies having become so much worn as to be unfit for use.

L. BRENTANO,	} <i>Com. on Medals</i>
H. FELSENTHAL,	
D. S. WENTWORTH.	

and Rewards.

REPORT OF COMMITTEE ON HIGH SCHOOL.

To the Board of Education of the City of Chicago :

GENTLEMEN :—The Committee on the High School respectfully presents the following as the Annual Report for the school year which terminated August 31st, 1866.

Two changes have been made in the corps of Instructors during the past year.

The teacher of Modern Languages resigned his position in April last, and Mrs. Pauline M. Reed was appointed to the vacancy. Though she has been in the school now less than three months, very satisfactory results have followed her labors. Her pupils have acquired a facility in the conversational use of French and German, that gives reason to believe that after a longer term of practice, they will be enabled to converse in these languages with great fluency—and this after all is the practical good to be derived from the study of German and French in our public schools.

In the Department of English Literature and History, there has been a change caused by the resignation of Mr. Edward C. Porter. Mr. John G. R. McElroy, of Philadelphia, has been elected to the position, and will commence his duties with the opening of the Fall term. Under Mr. Porter, this Department which is very commonly neglected, and rarely finds a level with the Departments of Languages and Mathematics, has been placed on a most satisfactory basis, and is surpassed by none other in the school, either in the character of the instruction given, or in the

results noticeable as following that instruction. Our best hope for Mr. McElroy is that he may keep it up to the standard already attained.

At the beginning of the last year, a new department of Natural Science and Applied Mathematics was established, and Mr. S. H. Peabody, of Racine, was appointed to the charge of it. There has been for some time a growing tendency in the best educational institutions of the country to devote more attention to these branches. Thoughtful men have come to believe that there may be as much mental discipline in studying the classification and becoming acquainted with the systems of the different departments of Natural Science as in learning the regularities and irregularities of the Ancient Languages. The Board has made a move in the right direction in giving to these branches as much prominence as they have.

But there is a serious drawback to successful instruction in the lack of specimens and apparatus. A small beginning has been made toward the formation of a Geological Cabinet by the presentation of valuable specimens by Geo. F. Rumsey, Esq., of Chicago, and the school possesses a good philosophical apparatus. But there is need of a large collection of both geological and mineralogical specimens and a chemical apparatus equal to the philosophical, properly to illustrate the studies of this Department. For the former, we must rely largely on the voluntary contributions of citizens and friends of the school. The latter will probably, at some time, be purchased by the Board.

The other Departments of the school are in a satisfactory condition, particularly the Normal, which has never before stood so well. Mr. Delano requires an assistant to divide his labors with him, and we hope in another year the arrangement will be made. The working of the Model

School is noticed by the Superintendent in another place with the commendation it deserves.

Regular practice in writing was introduced into the various sections at the beginning of the last year, to supply a want that had long been felt.

There are no regular calisthenic exercises in any class except that of Mr. Delano, and it seems very desirable that they should be introduced into all the sections. The pupils spend but little time out of doors, and get no physical exercise within doors. A regular system of some kind of light gymnastics should be in use by all. The German Turngemeinde has recently directed the attention of the Board to this subject, and we hope some good may come from their suggestion.

A trial was made at the close of the last school year of a new system of public examinations. Committees were selected outside of the Board to examine the different Departments and make a report of the result. These Committees were chosen with reference to their qualification to judge of different branches of study, and their reports which are annexed give the best means of judging of the status of the school.

The experiment was in one respect unsatisfactory, inasmuch as the studies examined covered only the time of one very short term. It is the intention hereafter to devote the whole of the third term to a review of the studies of the two previous terms and the annual examinations will then cover the whole year.

The Superintendent in his report makes a suggestion in regard to extending the sphere of the High School, that meets with the hearty approbation of the Committee. Our system of free education will not be complete till we can furnish Academic or Collegiate instruction as freely as we

do that of the Primary and Grammar Schools. The course of study in the High School already covers as much ground as is usually reached in the Colleges of the West by the Sophomore year, and the instruction given, we believe, is superior to that furnished in a majority of the Colleges and so-called Universities. It is desirable that this course should be further extended, so that those who wish it, may obtain in our free High School a full collegiate education.

The report of the Principal of the High School which is annexed gives some important statistics in regard to the school.

All of which is respectfully submitted.

GEO. C. CLARKE, EDWIN BLACKMAN, J. F. BALLANTYNE.	}	<i>Com. on High School.</i>
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REPORT OF PRINCIPAL OF HIGH SCHOOL.

TO GEORGE C. CLARKE, Esq., *Chairman of Committee on High School:*

The whole number of pupils belonging to the High School during the past year was 390; males, 118, females 272: the average number belonging, 325; the average daily attendance, 313; the per cent. of attendance, 95.

The whole number belonging to the Normal Department was 75.

There were remaining at the close of the year 78 males, 190 females.

The result of the examination June 26th, when the per cent. for admission was 70, is shown by the following table :

SCHOOLS.	Number Examined.		Number Admitted.		Average Scholarship of those Examined.	Average age of those Admitted.	
	Males.	Females.	Males.	Females.		Males.	Females.
Dearborn,	6	9	6	6	77	Y. M. 15 3	Y. M. 14 11
Jones,	8	15	3	10	71	14 4	15 4
Scammon,	9	32	6	24	75	15 1	15 1
Kinzie,	2	4	1	1	70	16 3	14 4
Franklin,	6	6	6	6	82	15 7	15 6
Washington,	2	10	1	5	71	14 11	16 4
Moseley,	7	7	6	6	79	16 5	15 4
Brown,	19	15	17	14	77	15 3	16 7
Foster,	5	20	4	9	69	13 10	16 2
Ogden,	6	13	5	13	81	14 7	15 8
Newberry,	2	7	2	6	78	14 8	17 0
Wells,	1	3	1	2	77	15 2	14 7
Skinner,	11	27	8	19	73	15 1	15 1
Haven,	2	15	1	8	70	15 10	15 6
South Chicago,	1	—	—	—	55	—	—
Bridgeport,	1	2	1	2	72	14 11	14 10
TOTAL,	88	185	68	131	74	15 2	15 6

The following are the names of the graduates at the Anniversary, July 3d :

Agnes M. Buel,
Charles R. Calkins,
Kittie de Clercq,
M. Louise Dewey,
Maggie B. Everts,
Lizzie Garnett,
William B. Gibbs,
Charles J. Haines,
Adrian C. Honore,
Fredrika B. Hull,

*Belle A. Kendall,
Flora Leonard,
Emily C. McCarthy,
John T. Mullen,
Mary E. Packard,
Allie M. Porter,
William A. Schade,
George L. Thatcher,
Katie M. Willard,
Sophia R. Wilson,

Ella A. Woodruff.

* Deceased, August 24, 1866.

NORMAL DEPARTMENT.

Ella A. Bankson,
 Alice S. Bates,
 Maggie E. Burns,
 Amelia S. Coe,
 Lizzie Crawford,
 Nellie L. Dickson,
 Jennie Fairman,
 Adelaide Favor,
 Mary E. Fernald,
 Georgia W. Griffing,
 Hattie E. Hitchcock,

Laura A. King,
 Ellen E. Leonard,
 Anna Livingston,
 Agnes M. Mackie,
 Sarah E. Oberlander,
 Ida M. Parker.
 Carrie M. Reed,
 Anna E. Rockwell,
 Claire A. Towslee,
 Jennie Wainwright,
 Clara Wingrave.

The Bryan life membership in the Young Mens' Association was awarded to Miss Fredrika B. Hull, and the scholarships in Bryant & Stratton's Commercial College to Misses Fredrika B. Hull and Hattie E. Hitchcock. To Miss Jennie Fairman, the first scholar in the Normal Department, an elegant edition of Mrs. Jameson's works was presented.

Respectfully,

GEO. HOWLAND, *Principal.*

CHICAGO, July 2d, 1866.

REPORT OF COMMITTEE ON HIGHER ENGLISH.

TO GEORGE C. CLARKE, ESQ., *Chairman Committee on High School:*

SIR: Having been appointed by you as one of the examiners of the High School, I take the liberty of making the following report:

The department to which I was specially assigned was that of Higher English Studies. I was present at the examination of a class in History by Mr. Welles, on Tuesday afternoon, and also of another class in History by the same gentleman, on Wednesday afternoon. The classes appeared remarkably well, and showed evidence of thorough training in the study. The answers were for the most part prompt and ready. The examination was by topics, and the questions put were such as to draw forth from the pupils replies evincing a thorough knowledge of the subject. The recitations were not simply memoriter—the words of the text book repeated,—but ordinarily in the pupil's own language, a result which it is very difficult to accomplish in a study of this kind, where there must necessarily be so much dependence on the memory, and so little on the judgment of the pupil. Mr. Welles has evidently taught his pupils to think for themselves even in the study of History.

I was also present during part of the examination in Political Economy, by the Principal. Having long known Mr. Howland as an instructor, I was prepared to find a class at once thoroughly interested, and thoroughly trained in the study on hand, whatever it might be, nor was I disappointed. The examination was such as to do full credit to the class, and to the high reputation of the instructor. The subject, I need hardly say, is one of very great practical interest and of no little difficulty. Its essential principles even, are matters of discussion and dispute among conflicting schools, and yet the questions involved are of the highest practical moment. There is afforded in such a study the best opportunity for the exercise of the pupil's higher faculties, and Mr. Howland seems to have been thoroughly aware of this fact. On the different questions which divide public opinion in this science, as for example the question of pro-

teective duties versus free trade, and on the matter of banks and banking, the arguments were given on either side, objections met, reasons for and against a given theory were mentioned, and the whole question viewed on every side and thoroughly discussed.

I will simply say in conclusion that if the other departments of study appeared as well as that of Higher English, you have just occasion to view with satisfaction and pride your noble High School.

Respectfully your servant,

JOSEPH HAVEN, *Com. on Higher English.*

CHICAGO, July 3rd, 1866.

REPORT OF COMMITTEE ON MATHEMATICS.

TO GEO. C. CLARKE, ESQ., *Chairman of the Committee on High School:*

DEAR SIR: The undersigned, one of the Committee appointed to attend the Annual Examination of the Department of Mathematics of the Chicago High School, has performed the duty assigned him, and respectfully presents the following Report:

The classes examined under the supervision of your Committee were, one each in Astronomy and Mensuration, by Mr. Peabody, two classes in Geometry by Mr. Gaytes, and one class in Geometry by Miss Van Patten.

Before proceeding to any comments in detail of the recitations, your Committee wishes to say, without reservation,

that the results in every class were eminently satisfactory, displaying, as a whole, not only thorough comprehension of the subjects under consideration, but an unusual degree of fluency, lucidity, and conciseness of expression. Taking into consideration the large number of pupils examined, and their average age, your Committee has never witnessed more thorough work. The errors and failures were comparatively few, and constituted exceptions which served to render more marked the excellencies of the many.

The examination being confined to the topics embraced in the curriculum for the present term only, was necessarily quite limited in its range, and yet was fully adequate to develop and test the character of the tuition and mental discipline to which the pupils have been subjected.

Where all have done so well, your Committee do not deem it advisable to institute comparisons between parallel classes, but wish to make special mention of the excellent recitations made by Miss Van Patten's classes in the Definitions, Axioms and Theorems of the first book in Geometry.

Your Committee would suggest that in the examination of the class in Mensuration, a larger proportion of the topics submitted should have been of a more purely practical character, viz: fewer Geometrical and Algebraical demonstrations of formulæ, and a greater number of actual problems for solution.

With this suggestion and a reiteration of the general excellence of all the recitations, your Committee submit this report.

Respectfully,

B. D. SLOCUM,

Com. on Mathematics.

REPORT OF THE COMMITTEE ON ANCIENT LANGUAGES.

TO GEO. C. CLARKE, Esq., *Chairman of Committee on High School:*

SIR: Your Committee appointed to attend upon the annual exercises of the High School, in the Department of Ancient Languages, begs leave to submit the following brief report:

The Committee was present at the examination of the classes in Latin and Greek, under the Principal, Prof. Howland, and Professors Dewey and Welles, and found them highly satisfactory. These exercises exhibited throughout, great thoroughness in the mastery of the grammatical forms, principles and idioms of the languages taught. In this work there had been, manifestly, no vain search for the "royal road," no clambering over or around, but digging straight through. Nothing can take the place of this *rigid elementary drill*. There was also happily combined with this purely philological exercise, sufficient history and geography, and reference to persons and places to relieve the usual dryness, and give interest to the work. Another commendable feature in these exercises, and one which we have reason to believe is a characteristic of the High School, was the promptness manifest on all hands in this drill. It offered no place for the laggard or the lazy. No time was lost in searching for what had either never found a lodgment in the mind, or was too loosely lodged to be retained.

Altogether, these examinations were of such a character as to reflect great credit upon this department of the instruction.

If in the midst of so many excellencies, as the system of instruction here adopted was shown to possess, it may be permitted this Committee to suggest any possible improvement, would it not be the adoption of more of the European or Colloquial method in the earlier stages of the instruction, with frequent and continued exercise in speaking and writing the language taught?

One thing especially which could not escape the notice of your Committee, was the small number of those engaged in the study of Greek. To your honorable body is earnestly recommended the consideration of the annual statistics of increase, or decrease, as it may be, of attendance in this branch as well as in the Latin, and also the means by which any decline of interest in the Classical studies may be averted.

Your Committee takes great pleasure in mentioning as an example worthy of imitation, Miss Fredrika B. Hull, who appeared in the front rank of the classes in both Latin and Greek. We see no good reason why, without the neglect of other branches, the accomplishment of the Greek may not be more frequently added in our female education, at least, so far as to be able to read understandingly the Greek Testament. May we not properly encourage this in those who would make a specialty of Languages, or who are preparing themselves for teachers in philology?

Very respectfully,

A. H. MIXER, J. McMULLEN, CHARLES A. DUPEE.	} <i>Committee on Ancient Languages.</i>
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REPORT OF THE COMMITTEE ON MODERN
LANGUAGES.

TO GEORGE C. CLARKE, Esq., *Chairman Committee on High School* :

SIR :—The Committee of Examination in the Department of Modern Languages consisting of Messrs. Christian Wahl, J. Y. Scammon and Rev. Clinton Locke, would respectfully report that on the 27th and 28th of June they (Mr. Scammon being unavoidably absent,) attended at the High School the examination of five classes under the tuition of Mrs. Reed, and two under Mr. Howland. The general progress in French and German was admirable, and the Committee feel it hard to distinguish. In justice however to the classes they would rank them as follows :

In German—1. The junior middle in the German Reader. 2. The junior A. division. 3. The senior division under Mrs. Reed. 4. The junior B. division. 5. The senior division under Mr. Howland.

In French—1. The senior. 2. The junior.

Of course individuals in each of these classes exceeded or sank below the class standing. The method of instruction pursued by Mrs. Reed seemed to the Committee very admirable. Her pupils translated fluently from German and French into English, and the reverse, and conversed easily and readily in both languages. The Committee feels sure that a class could not be found anywhere, studying German only a year, superior to the junior middle in ability to carry on a lively conversation, to write a tolerable German letter, and to translate with ease and with an excellent pronunciation. The upper senior German and French were well versed in the grammar, and translated well, but they

pronounced indifferently and could not understand or speak with any facility whatever. One fault the Committee noticed in all the classes, a want of elegance in the English translation, they rendered the French and German too literally. Mrs. Reed has certainly done a great deal in the few months during which she has had charge of the Department of Modern Languages, and she deserves the commendation of the Committee and the thanks of the Board. By always speaking in class the language under study, and enforcing a conversation in that language, she has given a readiness in expression to scholars yet in the elements, which is often not acquired in years. On the whole the Committee congratulate the Board on the great progress which has been made in the study of that most important part of modern education, the French and German languages.

CLINTON LOCKE, } *Com. on Modern*
C. WAHL, } *Languages.*

The Chairman of the Committee on Natural Science, E. W. Blatchford, Esq., has failed to make any report to the Committee or the Board.

REPORT OF AUDITING AND FINANCE COMMITTEE.

To the Board of Education of the City of Chicago :

GENTLEMEN: For the condition of the School Fund we refer you to the Report of the School Agent, herewith submitted:

REPORT OF SCHOOL AGENT.

Statement of Receipts and Expenditures, and condition of the School Fund, for the year ending Sept. 1st, 1866 :

R E C E I P T S.

The Receipts have been as follows :

Cash on hand Sept. 1st, 1865	\$12,184.64
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NEWBERRY FUND.

From interest coupons on bonds.....	70.00
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BILLS RECEIVABLE.

From Geo. R. Roberts & Co. balance of note.....	7.57	
From O. Dougherty, on judgment.....	100.00	107.57

INTEREST.

From bonds, loans, deposits, and from sundry persons for non-payment of rents when due.....	7,805.26
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RENTS.

From lease of school lots and lands.....	34,893.98
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TEACHERS' FUND.

From City, School Tax Fund	101,450.00
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JOSEPH N. BARKER LOT.

From sale of house.....	800.00
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STATE DIVIDEND.

From J. F. Eberhart, School Commis- sioner, tax of 1865.....	25,000.00	\$170,126.81
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Total.....		\$182,311.45
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EXPENDITURES.

The expenditures have been as follows :

MOSELEY BOOK FUND.		
For books, etc.....		147.46
FOSTER MEDAL FUND.		
For medals, etc.....		129.62
JONES FUND.		
For books, etc.....		53.86
CASPAR LAUER FUND.		
For interest to heirs.....		120.00
NEWBERRY FUND.		
For books, etc.....		66.16
BILLS RECEIVABLE.		
For loan to Thomas. Bradwell.....	1,050.00	
“ “ Mary Hyde.....	850.00	1,900.00
INTEREST.		
For paid accrued interest on bonds purchased of city.....		78.94
TEACHERS PAY ROLLS.		
For Sup't's and Teachers' salaries.....		167,640.08
EXPENSE.		
For salary of C. C. Chase, School Agent, from May 29th, 1865, to Aug. 29th, 1866, at \$300 per annum.....	375.00	
For paid E. I. Tinkham for services as Appraiser for school lots.....	10.00	385.00
Joseph N. Barker lot, for paid Mrs. M. M. O'Donoghue, dower.....		75.00
CITY OF CHICAGO BONDS.		
For paid for seven bonds of \$1,000 each	6,370.00	176,966.12
CASH ON HAND, SEPT. 1st, 1866.		5,345.33
Total.....		\$182,311.45

CONDITION OF SCHOOL FUND, SEPT. 1st, 1866.

Principal	52,040.00	
Wharfing Lot Fund.....	61,129.57	
Moseley Book Fund.—Principal.....	1,000.00	
“ “ “ Interest.....	116.59	1,116.59
Foster Medal Fund.—Principal.....	1,000.00	
“ “ “ Interest.....	69.24	1,069.24
Jones Fund.—Principal.....	1,000.00	
“ “ Interest.....	378.84	1,378.84
Casper Lauer Fund.—Principal... ..		1,000.00
Newberry Fund.—Principal.....	1,000.00	
“ “ Interest	150.25	1,150.25
O'Dougherty.—Judgment.....		225.00
Teachers' Fund.....		4,893.25
Teachers' Pay Rolls.....		46.88 \$124,049.62

INVESTED AS FOLLOWS :

City of Chicago Water Loan Bonds.....	96,290.00	
City of Chicago Municipal Bond.....	1,000.00	97,290.00
Bills Receivable, secured by mortgage..		14,121.71
Bills Receivable, personal security.....		1,730.00
Bills Receivable, in suspense.....		814.32
Railroad, for Block 88, S. S. Add.....		563.08
Real Estate.....		1,002.75
Joseph N. Barker lot.....		3,182.43
Cash on hand, Sept. 1st, 1866.		5,345.33 \$124,049.62

During the year there has been presented to your Committee bills to the amount of \$218,426.25, which have been audited and paid.

A detailed statement of all bills audited will be found on record in the office of the Board ; and a general summary under appropriate heads apportioned to each of the several schools appears in the appendix.

J. F. BALLANTYNE,	} <i>Auditing and Finance Com- mittee.</i>
L. BRENTANO,	
R. M. GUILFORD,	

REPORT OF COMMITTEE ON EVENING SCHOOLS.

To the Board of Education of the City of Chicago :

GENTLEMEN :—Your Committee would respectfully report that on the 13th day of November, 1865, Evening Schools were opened in the Dearborn, Franklin, Washington, Foster and Haven school buildings, which continued in session thirteen and three-fifths weeks, closing February 21, 1866. They would present the following

ABSTRACT OF ENROLLMENT, ATTENDANCE AND EXPENDITURES.

SCHOOLS.	ATTENDANCE.				EXPENDITURES.					COST PER PUPIL.					
	Number of Classes.	Total Enroll- ment for the entire session.	Av. Attend- ance for the entire session.	Per ct. of Av. attendance on av. enrollm't.	Average for November.	Average for December.	Average for January.	Average for February.	Amount paid to Teachers.	Amount paid to Janitors.	Amount paid for Fuel.	Amount paid for Light.	Total Expenditur's.	On Total Enrollment.	On Average Attendance.
Dearborn.....	9	713	188	26.4	227	231	177	143	\$1510.00	\$68.00	\$146.25	\$69.23	\$1793.48	\$2.52	\$9.54
Franklin.....	8	623	260	32.1	260	245	204	132	1340.50	95.20	126.75	69.93	1632.38	2.62	8.16
Washington	7	343	116	33.8	169	132	104	87	1052.50	68.00	97.50	54.95	1272.95	3.71	10.97
Foster.....	9	386	161	41.7	220	221	144	115	1181.00	86.20	134.75	87.00	1488.95	3.86	9.25
Haven	5	319	86	26.9	88	113	82	64	828.50	68.00	101.06	54.74	1052.30	3.29	12.24
TOTAL.....	38	2384	751	31.5	964	942	711	541	\$5912.50	\$385.40	\$606.31	\$335.85	\$7240.06	\$3.04	\$9.64

In addition to the expenditures as given by schools in the foregoing table the sum of \$414.13 was expended for introducing gas into the Washington school building, and some slight additions to, and alterations in, the gas fixtures in the Dearborn and Haven school buildings ; also \$61.41 for additional lamps and the necessary fixtures for the Franklin and Foster schools ; and \$28.76 for advertising the opening of the Evening Schools ; making a total expenditure for Evening Schools for the winter of 1865 and 66, of \$7,744.36.

Respectfully submitted.

R. M. GUILFORD,	}	<i>Committee on Evening Schools</i>]
M. W. LEAVITT,		
A. W. TINKHAM,		

REPORT OF COMMITTEE ON GERMAN.

To the Board of Education of the City of Chicago :

GENTLEMEN: Your Committee on German begs leave to submit the following report :

At a regular meeting of the Board of Education held on the first day of August, 1865, it was resolved that instruction in the German language might be introduced as an experiment in the Washington School, as soon as at least sixty pupils would signify their willingness to participate in such a course of instruction. Accordingly the trial was made and an experienced teacher of foreign languages, Mrs. Pauline M. Reed, was appointed teacher of the German language to give instruction in German, according to the rules and regulations as laid down in a supplementary report of your Committee presented at the meeting of August 1, 1865. At the beginning of the first term of the school year, more than the requisite number of pupils had declared their intention to avail themselves of an opportunity offered them, through the liberality of the Board of Education, to study another language beside the language of the country.

We, the undersigned, members of the present Standing Committee on German, have followed with great interest the progress of this trial, and we do not hesitate for a moment, now at the approaching close of the school year, to pronounce the undertaking a perfect success.

There are at present, at the Washington School, one hundred and fifteen children who take instruction in the German language, a large majority of whom are of American parent-

age, while only a comparatively small number are Germans, and a few belong to other nationalities. These statistics tend to show that the desire to study German, or to have an opportunity for such instruction in the public schools prevails even more among the American portion of the community than among the German element of our city, who find instruction in their mother tongue in a multitude of private schools scattered all over the city. The several members of your Committee had a great many applications from residents in different school districts who were desirous to have German introduced in their schools for the benefit of their children, and we must state that nearly all of these applicants were Americans, who seem to feel the necessity of having their children instructed in more than one language, and to appreciate that the German language, by its richness and beauty, and by the treasures of its literature, and by its extensive use in this country, is peculiarly entitled to be placed in our public schools by the side of the English. We do not therefore apprehend that the introduction of German in the institutions of public instruction will tend to build up or strengthen a foreign element in our midst; on the contrary your Committee feel warranted to state that, so far as experience has proved, the introduction of German will bring the different nationalities nearer together.

One objection raised against our experiment may find a passing notice here, namely, that the study of German might interfere with the other and main course of studies, and we are happy to state that the children who have spent part of their time in the study of the German language are not, on this account, behind in their other studies.

We do not want to re-iterate the many reasons which have been relied on in former reports and in the discussions of this matter, which tend to show the manifold benefits derived

from the knowledge of different languages, or at least of one foreign language, we believe them to be obvious. Nor do we intend to enumerate the advantages which are resulting especially in this city and neighborhood from the knowledge of the German language; the people understand this as they show by their expressed desire to have German extended into more schools, and we have no doubt that this Board would be fully sustained if the German language were at once introduced into all the District schools.

Your Committee, although not yet prepared to recommend such action, have come to the conclusion that the experiment ought to be considered sufficient and satisfactory, and pronounced a success, and that the course of instruction in German, which is at present limited to the Washington School, ought to be extended to at least one school in each of the three divisions of the city, with the privilege of a further extension if the parents or guardians of at least sixty pupils should signify their earnest desire that their children or wards might be afforded an opportunity to learn German.

Your Committee deem it their duty to acknowledge that the success of the experiment is, to some extent, due to Benjamin R. Cutter, Esq., Principal of the Washington School, who has taken a great deal of pains to overcome all obstacles which very naturally surrounded such an undertaking at the beginning.

L. BRENTANO, } *Com. on German.*
GEO. C. CLARKE, }

REPORT OF COMMITTEE ON TEACHERS' SALARIES.

To the Board of Education of the City of Chicago :

GENTLEMEN :—Your Committee upon the salaries of teachers, begs leave to present the following :

That the expenditures for the school year 1865 and 1866 were as follows :

Salaries of Teachers, including that of Superintendent,.....	\$167,351.39
Salary of School Agent,.....	300.00
Bills audited,.....	65,000.00
Total,	<u>\$232,651.39</u>

The probabilities are that thirty teachers will be added to the present corps, and if paid the same salaries as now provided for, will increase the money to be expended for salaries for the school year of 1866 and 1867, \$13,500, making a total expenditure for teachers at present prices including Superintendent, of \$180,851,39.

They beg leave further to report that the estimated income for the years 1866 and 1867, closing July 1st, 1867, will amount to \$363,644, composed of the following items :

School Tax Fund—Three mill tax,.....	\$270,000.00
School Fund—Interest on Notes and Bonds,.....	10,682 00
“ “ Rent of School Property,.....	32,962.00
“ “ State Dividend,.....	25,000.00
School Construction Bonds,.....	25,000.00—\$363,644.00

On the 28th of March, 1866, the Superintendent reported to the Common Council, that for the coming year there would be required for

Salaries,.....	\$185,000.00
Incidental expenses,.....	45,000.00
Fuel,.....	15,000.00 \$245,000.00

This was made without reference to the additional school accommodations that are now in contemplation, but we believe with reference to an increase of salaries. It will be observed that if there were no increase of salaries, that this estimate would nearly if not quite meet the expenditures of the coming year with our additional accommodations.

Your Committee are of the opinion that we should pay such salaries to the teachers in our schools, as will command the best talent ;

That no teachers should be employed, much less retained in the service of the Board, whether as Principal or Assistant, except they possess energy, ability, and a willingness to use that energy and ability for the interest of the pupils placed under their charge, in other words, none should be employed who are not thoroughly and unreservedly teachers ;

That all persons receiving an appointment from the Board as teachers in our schools, should understand distinctly that when they receive that appointment, their time, their energy and their talent belong to the schools, and they will be expected to perform every duty devolving upon them as teachers, faithfully and honestly, and in no event will they be excused, except for some good cause shown ;

That this Board reserves the right to drop any name from the list of teachers at any time, when upon a fair and impartial trial, they become satisfied it is for the interest of the school to do so, and in every instance they will exercise that right ;

That we should at all times assist, and by our kindness and courtesy encourage them, but in no event retain them when convinced that the interest of the school demands their dismissal.

We believe our schools should and can be made far more efficient than they now are, and to make them what they

ought to be, requires the greatest caution in the selection of teachers, and extreme watchfulness, encouragement and kindness to retain them, and to meet the end desired we believe the salaries of our teachers should be advanced, the paramount object being to place the school under the charge of such teachers that the moral, physical and mental child should be fully and thoroughly educated.

All of which is respectfully submitted.

E. F. RUNYAN,	} <i>Com. on Salaries.</i>
J. H. FOSTER,	
J. F. BALLANTYNE,	

Following the recommendations above made, the majority of the Committee presented the following Schedule of Salaries which was adopted :

Principal of the High School,.....	\$2,500.00	per annum.
“ “ Normal Department,.....	2,200.00	“ “
“ “ School of Practice,.....	1,100.00	“ “
Male Teachers in the High School,.....	2,000.00	“ “
Female Teachers in the High School,.....	1,000.00	“ “
Salaries of Male Principals of the District Schools, except the Bridgeport and South Chicago Schools :		
For the first year,.....	1,800.00	“ “
For the second year,.....	1,900.00	“ “
For the third year and thereafter.....	2,000.00	“ “
Principals of Bridgeport and South Chicago Schools, each.....	1,600.00	“ “
Principal of Holstein School.....	1,000.00	“ “
Music Teacher,	2,000.00	“ “
Assistant Music Teacher,.....	1,000.00	“ “
Salaries of Female Assistants in the Grammar and Primary Departments are as follows :		
For the first fourteen weeks at the rate of	450.00	“ “
For the first year thereafter at the rate of.....	550.00	“ “
For the second year thereafter at the rate of...	650.00	“ “
For the third year thereafter, and subsequently, at the rate of.....	700.00	“ “
Each Head Assistant.....	1,000.00	“ “

REPORT OF THE SUPERINTENDENT.

To the Board of Education of the City of Chicago :

GENTLEMEN: In reviewing the year just closed, there is found much occasion for gratitude to God that its trials have been so few and so small, and that its joys and successes have been so many and so large. The year has been one of uninterrupted prosperity. Though death has entered the pleasant school circle and left in some classes "a vacant chair" and in some teacher's heart sad memories of a loved pupil, still health has been the very general rule, and but few interruptions have occurred on account of sickness.

Our band of faithful teachers has been thrice invaded by the fell destroyer.

Miss Emma J. Atwater, of the Franklin School, was called away from her loved work just as the year opened. Retiring, self-distrustful, and yet keenly sensitive to the responsibilities of her place which it was her highest ambition to fill worthily, she gave her whole heart to her work, and was successful. She died of diphtheria while on a visit to friends at Grand Rapids, Michigan, upon the 17th day of September, 1865.

Miss Annie E. McWade, of the Wells School, died of consumption at her father's house in this city, upon the 9th day of April, 1866. Few teachers excel her in devotion to their work. In all the places she was called to fill, she was ever found punctual and energetic, cheerful in the performance of tasks however arduous. Though suffering much

from disease for more than a year previous, she remained in school until within one week of her death.

Miss Nellie S. Phillips had, on account of severe illness which terminated fatally on the 2d day of May, 1866, resigned her position in the Moseley school before the commencement of the present year, and yet in heart she was with us, and hoped for many months to be able to resume a work for which she was admirably fitted by nature and by a ripe experience.

May their examples incite us all to greater fidelity, to new consecration to our work.

During the year other changes have taken place. Some have found more profitable business, others more select society; others still have felt compelled to seek rest from labors that were overtasking their physical strength.

We entered upon the year with a corps of 245 teachers. To this number have been added 45, of which addition 25 were required to fill vacancies caused by death or resignation, and 20 to meet new demands. Our present number is 265.

The following table will show at a glance the changes that have occurred. The decrease in the number of teachers in the Scammon School arises from the change incident to the opening of the Model School as a training school for the Normal pupils.

SCHOOLS.	Number Sept. 3d, 1865.	LOSSES.			GAINS.		Number July 3d, 1866.	CHANGES.	
		Transfer.	Resignation.	Death.	Transfer.	Appointm't		Increase.	Decrease.
High.....	10	...	2	...	2	1	11	1	...
Dearborn.....	12	...	1	...	1	1	13	1	...
Jones	13	3	...	...	2	1	13	...	...
Scammon.....	13	2	1	...	...	1	11	...	2
Kinzie.....	14	1	...	...	1	...	14	...	...
Franklin	22	2	1	1	2	5	25	3	...
Washington.....	23	2	3	...	1	5	23	1	...
Moseley	13	2	1	...	1	2	13	...	...
Brown.....	14	2	...	...	1	1	14	...	...
Foster.....	27	1	3	...	2	6	31	4	...
Ogden.....	12	1	2	...	...	4	13	1	...
Newberry	18	...	2	...	...	3	19	1	...
Wells.....	7	1	1	1	2	7	13	6	...
Skinner	24	2	4	...	3	3	24	...	...
Haven.....	15	...	2	...	2	1	16	1	...
South Chicago.....	2	...	...	...	...	1	3	1	...
Bridgeport.....	6	2	...	...	...	3	7	1	...
Holstein.....	1	...	...	...	...	1	2	1	...
Total.....	245	21	23	2	20	46	265	22	2
				46		66		24	

A few figures will show how inadequate this number is to meet our needs. Upon the most liberal basis on which any considerable measure of success can be predicated, the average number of pupils to a teacher should not exceed fifty. In estimating this average it must be remembered that the time of one teacher in each school of 1,000 pupils must be devoted to general work of supervision, examination and discipline; and that for this reason the number of actual teachers in each school will be one less for each 1,000 pupils than the number upon the list. It is proper also to except the High School from this estimate since its work is of such a character as to make it necessary that the number of pupils should be less than the average allowed teachers of the Grammar and Primary Schools.

Making the above exceptions we have 240 teachers in charge of 14,284 pupils, an average of 60 to each teacher, or 20 per cent more than even a fair degree of efficiency would allow.

The higher divisions of the Grammar Department seldom contain as many pupils as the average allowed each teacher, hence the pressure upon the Primary teachers is even greater than it appears from the above showing. During the past year each Primary teacher of this city has had an average of 70 pupils under her charge. Here I would remark in passing, that to this over-crowded condition of our Primary Schools may be traced in part at least, the small numbers that are found in the higher grades. Our Primary rooms are seated to accommodate 64 pupils. Any number greater than this, overtaxes the teacher, makes the work of discipline more difficult, disturbs public confidence, and withdraws public sympathy.

Everything is done, that can be done, to remove this obstacle to our success. Justice to our teachers demands that some relief be afforded them. The half-day policy that was resorted to in some schools under the pressure of circumstances, has not answered public expectation, nor has it relieved the teachers. It was the best thing that could be done, but its administration has been attended with many and almost insuperable difficulties. It has led to truancy and absenteeism. It is therefore a serious question—What shall be done with our surplus scholars? We had enrolled during the month of June, at least 4,000 more children than could be accommodated with seats, enough to fill four buildings as large as the Wells School Building. To turn these 4,000 children into the street until such time as means can be secured for the erection of buildings for their accommodation, would work great injury to themselves; to retain them in school, is working injury to their teachers, and is crippling the efficiency of the school as a whole. This difficulty may be solved in one of two ways; either by receiving no more children than the rooms will accommodate, keeping a list of applicants in the

order of their application, and placing the first upon this list in the seat of the first absentee; placing the name of the absentee upon the list of applicants, at the foot, if the absence be from any other cause than that of sickness, and near the head of the list, if sickness has occasioned the absence; or by employing one extra teacher for each excess of 60 scholars, and so arranging the exercises that two teachers can be profitably employed in one room when occasion so requires.

A city as wealthy and as enterprising as our own should not compel its Board of Education to resort to either of these alternatives. Accommodations should be furnished for all her children, and that such will be the case, so soon as proper and needed legislative action can be had, I have not the least doubt. Meanwhile we must work with heart, and hope that better things are in store for us. The Report of the Committee on Buildings and Grounds gives a clear view of our wants.

SUMMARY OF STATISTICS.

SCHOOL DISTRICTS.

Number of Districts,.....	17
Number of school buildings,.....	28
Number of seats,.....	12,617
Number of rented buildings,.....	10
Number of seats in rented buildings,.....	1,375

TEACHERS.

Number of Teachers at date of last report,.....	245
Number of Teachers at close of year,.....	265
Increase in one year,.....	20

MALES. FEMALES.

High School Teachers,.....	8	3
Grammar School Teachers,.....	16	56
Primary School Teachers,.....	0	182

SCHOLARS.

Whole number enrolled,.....	24,851
Average number belonging,.....	14,609
Average daily attendance,	13,568
Per cent. of daily attendance,	92 8
Number of tardinesses,.....	51,551
Per cent. of tardinesses,.....	.9
Number of suspensions for absence,.....	5,038
Number of special suspensions,.....	142
Number of restorations by Superintendent,.....	1,442
Number of promotions from grade to grade,.....	13,439
Number neither late nor absent for the year,.....	158
Number not absent for the year,.....	241

WHOLE NUMBER ENROLLED.

By the last census we had 38,810 children of school age. Since the census was taken the population of the city has largely increased. The limits of school age have been narrowed by one year. The number excluded by the change of limits will not equal the increase in population. A fair estimate will give us a school population of 45,000.

We have enrolled in the schools,	25,241
The estimated number in private schools is.....	10,000
The whole number attending some school a portion of the time is therefore	35,241
Leaving as absent from school,.....	9,750

The most reliable data give us about ten per cent. of school population as physically unfitted for school life. Making this deduction we find in our city 5,259 due at schools who are not found there. Some of these are engaged profitably in labor or in trade. From observation and inquiry, I should judge that more than half the absentees from school are thus employed.

In a city so given to labor and trade as is ours there are very strong temptations laid before the young to leave school. The facilities afforded for making money even by quite young children, have thrown strong temptations before avaricious parents, which, I fear, are yielded to, to the great injury of their children.

Some older cities have deemed it necessary to secure legislative enactment against the employment of children under a certain age, who were not sent to school a portion of the year. A visit to many of the establishments of this city in which children are employed will suggest the expediency of such an enactment with us, though it is hoped that the intelligence of our business men backed, as it surely is, by their pecuniary interest will save the necessity of such a law.

AVERAGE NUMBER BELONGING.

This is for the year 14,609, or 58 per cent. of the number enrolled. This will give us an approximation to the length of time the children enrolled are upon an average in attendance upon schools, which is five and eight-tenths months.

The number attending less than four weeks is.....	3,111
The number attending more than four and less than nine weeks is..	2,685
The number attending more than nine and less than sixteen weeks is	4,491
The number attending more than sixteen weeks is.....	11,265
The number attending the whole year is.....	3,648

All the above items are based upon consecutive attendance without loss of membership.

In 1855 with a population of 83,500 we had an average enrollment of	2,154
In 1860 with a population of 109,263 we had an average enrollment of	7,582
In 1865-6 with a population of 180,492 we had an average enrollment of.....	14,609

The per cent. upon the population has been

For 1855,	2.6
For 1860,	6.9
For 1865-6,	8.1

Comparing the average number belonging with the number enrolled for the past six years we find:

In 1860 it was.....	46 per cent.
In 1861 it was.....	50 per cent.
In 1862 it was.....	51 per cent.
In 1863 it was.....	50 per cent.
In 1864-5 it was.....	44 per cent.
In 1865-6 it has been.....	58 per cent.

MEMBERSHIP.

The number of pupils that have belonged to the schools during the year without loss of membership, is 3,648 or 25 per cent. of the average number belonging.

AVERAGE DAILY ATTENDANCE.

This has been 1,191 larger than for the previous year. The following table will show the per cent. of attendance upon the average number belonging to the several schools for the last three years:

TABLE OF PERCENTAGE.

SCHOOLS.	1863.			1864-5.			1865-6.		
	Grammar Dep't.	Primary Dep't.	Whole School.	Grammar Dep't.	Primary Dep't.	Whole School.	Grammar Dep't.	Primary Dep't.	Whole School.
Dearborn	94.1	91.6	92.3	92.8	90.3	90.8	94.2	91.6	92.2
Jones	94.7	93.3	93.7	93.8	91.7	92.1	95.3	94.1	94.3
Scammon	93.4	90.8	91.4	95.5	90.5	91.8	98.3	94.5	95.6
Kinzie	94.8	94.2	94.4	92.6	90.5	90.9	94.3	91.6	92.0
Franklin	95.3	94.2	94.4	95.6	93.8	94.1	96.3	95.6	95.7
Washington.....	93.9	91.6	92.2	92.4	89.0	89.5	93.7	90.7	91.2
Moseley.....	97.0	95.1	95.8	94.6	92.8	93.7	95.3	92.6	93.3
Brown.....	94.1	91.8	92.6	93.8	91.3	92.1	94.4	91.6	92.5
Foster	95.0	92.6	93.0	92.9	89.9	90.3	94.0	92.6	92.8
Ogden	91.5	91.7	91.6	92.9	90.7	91.2	94.6	92.8	93.2
Newberry	92.0	90.1	90.4	91.0	88.3	88.7	95.5	93.7	91.0
Wells	96.0	92.9	93.4	94.7	90.1	90.7	94.4	91.5	91.8
Skinner.....	91.6	90.3	90.7	89.5	88.5	88.8	93.4	91.2	91.8
Haven	91.8	92.1	92.0	92.3	90.8	91.1	92.4	90.7	91.0
South Chicago.....	93.3	91.3	92.3	93.1	85.4	88.3	95.3	90.6	92.5
Bridgeport	88.4	85.6	86.0	91.5	85.9	86.6	91.3	88.1	88.4
Holstein	90.0	85.7	86.3	85.5	88.0	87.4	86.1	89.4	88.0
AVERAGE,	93.6	92.	92.4	92.8	90.3	90.8	94.5	92.4	92.8

TARDINESS.

This evil has been very largely decreased during the past year. The number of tardinesses is 15,470 less than the previous year. During the year 1864-5 there were reported 67,021 cases upon an average enrollment of 13,210, or a trifle over 5 to each pupil. During the year 1865-6 there have been but 51,551 cases, upon an average enrollment of 14,609, or $3\frac{1}{2}$ to each pupil. Very much of this decrease is due to some very wise measures adopted by several of our Principals early in the year. Every tardy scholar is required to report to the Principal at his room,

and a record is kept of the name of the scholar and of the excuse given for tardiness. As this record is kept by divisions, it is easy for the Principal to learn what pupils are most frequently tardy and to make use of the proper means to correct the evil. Tardy scholars are not admitted to their rooms without a check from the Principal. This requires but little time, and has wrought most excellent results. This method was introduced in its full detail by Mr. Spofford of the Foster School, and a single month reduced the tardiness of that school more than 50 per cent. A record similar, in part, had been previously kept with good results by Mr. White of the Brown School, with whom the system originated.

That parents who may read this report may see what trivial excuses are often rendered for tardiness of children, I have copied the following from one of the records:

“Had to run on errand,” “Dinner was not ready,”
 “Overslept,” “Went to drug store,” “Peddled papers and
 could not get back,” “Clock stopped,” “Went down town
 for mother,” “Carried father’s dinner,” “Fell down,”
 “Was minding baby.”

PUPILS NOT ABSENT NOR TARDY.

District Schools, boys, 58; girls, 70,.....128

High School, boys, 12; girls, 18,..... 30—158

Their names are given in the appendix.

PUPILS NOT ABSENT A SINGLE HALF-DAY.

District Schools, boys, 101; girls, 99,200

High School, boys, 17; girls, 24,..... 41—241

Their names are given in the appendix.

The following table will show the relative attendance in the Primary and Grammar Divisions of each of the schools

of the city. The calculation is based upon the average number belonging for the year 1865-6. The first column gives the per cent. belonging to Grammar Divisions, and the second column gives the per cent. of Primary Divisions.

Dearborn.....	24	76	
Jones.....	18	82	
Scammon.....	29	71	
Kinzie.....	18	82	
Franklin.....	16	84	
Washington.....	18	82	
Moseley.....	25	75	
Brown.....	37	63	
Foster.....	20	80	
Ogden.....	22	78	
Newberry.....	14	86	
Wells.....	17	83	
Skinner.....	29	71	
Haven.....	17	83	
South Chicago.....	40	60	Not closely graded
Bridgeport.....	11	89	
Holsten.....	43	57	Not closely graded
Total.....	21	79	

SCHOOL ATTENDANCE.

So much space was devoted to this subject in my last Report, that I will only advert to the work of the year in its bearing upon the evil of irregularity of attendance. The statistics show marked improvement in this regard, and yet I feel more than ever the importance of the appointment of Truant Officers as recommended last year. I trust that some legislative enactment may be secured during the coming winter looking to the appointment of such officers.

All efforts made toward the correction of the evils of irregular attendance should have reference to the good of the whole school, as well as to that of the individual offenders. In this view of the case it becomes a serious question how far we may be justified in taking the time of punctual scholars in hunting up and bringing in truants or absentees. The time of the messenger is just as valuable as is that of the absentee, and yet there seems to be a necessity laid upon the teacher to send for such children as are frequently absent

without good excuse. With a proper truant police this necessity could no longer exist, and the time of punctual children would thus be saved.

In the great and laudable desire of teachers to bring up the attendance of pupils to a high standard, our present system is liable to some abuse, and great care should be taken lest more time be lost to the pupils as a whole by sending a messenger for every absentee, than by allowing occasional absences to pass until the parent has time to report the cause of absence.

The comparison between schools in the matter of punctual attendance is based upon the whole number belonging less voluntary absentees.

Some teachers send for nearly every absentee, and for a certain time the real absences are double the voluntary absences.

Other teachers send for few if any absentees, and the time lost by real absences may not be greater than in the former case, and yet the record, which takes no note of time lost by messengers, is to their disadvantage in the comparison.

Teachers should so far as possible ascertain the cause of the absence of their pupils, but in the majority of cases, a note sent at noon or at night by some pupil passing the home of the absentee, will answer the same purpose. Messengers may properly be dispatched immediately in search of such as the teacher has good reason to believe are absent without good cause. In some instances parents make a special request of the teacher to notify them of the absence of their children. Such requests should be complied with, as, by so doing, cases of incipient truancy may be cured.

I am happy to know that some cases of confirmed truancy have been cured by the faithfulness of their teachers.

THE GRADED SYSTEM.

Much has been written upon its advantages nor would I be found behind its warmest supporter, and its most ardent advocate. But there are evils attendant upon it, simply accompaniments, not its necessary results. I have thought a brief notice of these evils might perhaps lead to their eradication.

It cuts up the work of teaching into parts which may easily become disjointed fragments even in the hands of teachers who strive to be faithful in the performance of their allotted work. The tendency of the system, fostered somewhat by our imperfect human nature, is to make the teacher feel that her predecessor *has finished* the work assigned her, and that she has a work *to finish* for her successor. Hence each does her work without much regard to the work of others. This view of the system is a false view. The work is one work, and each part has its relations to, and bearings upon, every other part. There must therefore be a *review* of the past that it may be more firmly connected with the present, and the future must be constantly present to the mind of the teacher, that her work may be preparatory to that which is to follow. This is not like that division of manual labor, in which each does his work according to a given pattern, not knowing or thinking how his work is to be fitted to that of his fellow, but like that of the architect who lays out his plans upon separate sheets, but in preparing each he has remembered the previous ones and has had his mind upon that which is to follow, so that each is fitted to each, and when the work is completed there will be no lack of beauty or of strength.

The teacher of each grade should be sure that the pupil entrusted to her care understands fully the work of the previous grades, and at the same time she must remember that

her work is preparatory to that of higher grades. The difficulties to be mastered, the obstacles to be surmounted must be present to the mind of each, that the pupils may, while receiving her instructions, be gaining strength also for future need. Let each teacher bear in mind that her work is two-fold; *First*—to impart knowledge, and *Second*—to develop strength, and this evil will be entirely eradicated.

Familiarity with the subjects of her grade may lead to a little letting down of her watch, and a lack of study. The topics can never be so thoroughly mastered but that something new may be learned; at least some new illustration, some new method of presentation, some change of order may be gained by fresh and often renewed study. In each new class will be found some new phase of character, some mental peculiarity never before presented, and the teacher who sits down in the belief that she has long ago learned all that can be learned of the topics assigned her, or of the wants and the capabilities of children of her grade will soon have enough of that contempt which is begotten of familiarity, and will find her task growing less and less pleasant, and her success less marked. She, who keeps alive her interest in the work of a single grade for any length of time, must put forth more effort than she who has a greater range or frequent changes. But this greater effort will make her a more valuable teacher. Let each so cultivate her own powers as that her interest may be ever fresh and absorbing, and this second evil may be eradicated.

The iron limits of the graded course serve as bars to some who from lack of early advantages desire to go faster than their classmates are able to do, and to others who from limited opportunities wish to pursue certain portions of each grade neglecting others that seem to them least important. The greatest good of the greatest number is the rule; but to meet these exceptional cases, which are really rare, some

provision may be made, such as the good sense of the teacher or the knowledge of the Principal of the school would suggest. The rules of the Board seem wisely adapted to such exigencies. During a portion of the year evening schools are maintained that meet the wants of many, so that this evil does not weigh with any great force against the system.

It is almost certain that were ungraded or unclassified schools established for the benefit of those who could not pursue the graded course, they would be filled with many who are now in our schools, but who would, under such circumstances, be withdrawn on account of avarice or from other equally bad cause, to their own detriment and to the injury of society. This evil is rather imaginary than real, especially with the provisions already adopted by the Board.

LENGTH OF TIME TO BE GIVEN TO EACH GRADE.

In the annual returns for the year will be found the average age of pupils in the lowest class of the tenth grade, and also that of the highest class of the first grade. These may be assumed as about the proper limits of our District School work. The length of time required for the completion of the prescribed course may be nearly ascertained by taking the average length of time between these limits. This is eight years and ten months, or very nearly nine years of school work. This time may be divided between the several grades as follows:—

For tenth grade	Six months.
For ninth grade	Eight months.
For eighth grade	Eight months.
For seventh grade.....	Nine months.
For sixth grade	Nine months.
For fifth grade	One year.
For fourth grade.....	One year.
For third grade.....	One year.
For second grade.....	One year.
For first grade.....	One year.

The above estimate is designed as an estimate of the average time necessary for each grade. Circumstances must vary this estimate. A teacher who does not usually accomplish the work assigned her in the time specified above may distrust her success in the grade she teaches. I question whether more rapid promotions can be secured upon the whole without crowding pupils faster than is consistent with either bodily or mental health.

Not less than a year should be given to first grade studies at any rate, and the last term of that year should be left largely to the work of review.

The five lower grades may be passed in less than the four years assigned, provided the age of children and a proper home preparation be favorable to more rapid advancement.

HIGH SCHOOL.

The very full and able Report of your Committee on the High School leaves but little for me to say. I wish to add my testimony to theirs as to the general excellence of the instruction and of the discipline of the school.

Two questions present themselves to my mind. Are the accommodations of our High School sufficient to meet the wants of the city? Perhaps as many are admitted as are entitled by qualifications to enter the High School course, but it must be remembered that the distance to the High School from the extreme parts of the city is very great, and that the knowledge of inability to attend on account of distance prevents many from applying for admission, and thus turns aside many before entering the higher grades of our Grammar Schools. In intimate connection with this comes the other question. Is it not time to consider the policy of establishing a still higher course of study in connection with the Classical Department of the High School, extending its ad-

vantages especially to young men, who are now turned aside into Colleges and Preparatory Schools? Were our High School to assume in time the form, and enter upon the work, of a "Free Academy," should we be doing more than our duty to the youth and especially the young men of our city?

The establishment of such a school would, it seems to me, furnish a stimulus to young men of talent to continue their course of study at home, which would fill the Grammar Departments of our District Schools, and would create, or rather make felt, the necessity for more High School accommodations. With such an enlarged High School and its branches in each of the divisions of the city taking the place of the present High School, there must be a new impetus given to the cause of popular education in this rapidly growing city.

This question of the establishment of a "Free Academy" may be considered premature, but I am sure that such an institution will be demanded ere long, and is it not well to bring the matter before the public at this early day so that its merits may be fully discussed, and its general plans matured by the time our population will be sufficient to maintain it in successful operation. Some legislative action may also be needed, conferring upon the Board of Education the right to confer degrees upon any who shall have completed a course of study similar to that pursued in our best colleges. Our system of Free Schools is hardly complete without its "Free Academy," and a very few years more will give us a population sufficient to sustain it.

NORMAL SCHOOL.

This department of the High School is in a very prosperous condition, and its value has been very largely increased by the establishment of the School of Practice or Training School in connection with it.

Intellectual qualifications alone are not sufficient to ensure success in the teacher, nor will mere theorizing, however thoroughly comprehended, add much to the worth of a young teacher. Some actual practice is needed during the preparatory Normal course. Our best Normal Schools have their Schools of Practice called Model Schools. These considerations led me to examine into the feasibility of adding this important feature to our Normal School. That the School of Practice might be of the greatest value, it seemed to me that it should be as near like the actual school as possible. So far as my observation had extended, the Model Schools attached to the Normal Schools of the country were not the same in character as the actual schools for which teachers were being trained. The pupils were generally children of parents in easy circumstances who could afford to pay the tuition fee charged, and very generally children who were well governed at home ; so that the discipline and instruction would be very uniform and comparatively easy ; while there was not variety enough to develop to the fullest extent the tact of the teacher, nor enough of the worst elements to lead the teacher to cultivate the grace of patience.

Fortunately for us, the immediate proximity of one of our Grammar Schools to the High School opened the way for just such a School of Practice as would meet our actual wants. The suggestion made was most heartily accepted by the Board of Education, and two rooms in the Branch of the Scammon School were set apart for this School of Practice, without in the least disconnecting them from the rest of the school. The pupils found in these rooms are just what they would have been had no such change been made, their course of study the same, their promotions from class to class and from grade to grade the same. These two rooms have been placed under the charge of the "Training Teacher,"

Miss N. Ella Flagg, while the immediate work of instruction and of discipline is devolved upon the senior Normal class, each member having charge for two weeks during the year. This School of Practice has also been a School of Observation, for the oral instruction and nearly all the general exercises have been conducted by Miss Flagg in the presence of the whole senior class. The fears expressed at first that this frequent change of teachers might affect injuriously the discipline and the progress of the school have been proved entirely groundless. One or two instances only of marked disobedience have occurred, perhaps no more than would have occurred under any other circumstances, while the examinations for promotion have shown progress unexcelled by any schools of the same grade under the constant care of one teacher. The experiment, for such it was felt to be, has proved more than successful, and the wisdom of the Board in the selection of a teacher has been fully established. The hearty co-operation of the Principal of the Scammon School merits commendation. Thus far the School of Practice has touched but two grades—the sixth and seventh grades. So far as discipline is concerned, which is the principal thing to be considered, little more is needed, but in the work of instruction its advantages may be gradually and profitably extended. The work of oral instruction in these two grades may be in part committed to some Normal student, who shows special fitness for this work, and some time of the Training Teacher be given to the oral instruction of one or two other grades, so that the School of Observation may be extended into the work of other grades.

The great value of this] new [feature is yet to be felt, as the teachers, who have for the past year been combining practice with theory, shall enter the schools for which the trial to which they have been subjected has proved them best

fitted. The knowledge gained of the adaptation of the teacher to the one particular work, will be found not the least among the benefits of this very successful experiment.

READING.

To this branch of study its due prominence is seldom given. Nothing is taught in our schools of greater value to the pupil, and its importance cannot be over-estimated. Properly taught, it conduces more to a full mental culture than does any other branch in our school course. It may be difficult to trace its comparative merits, since it enters into all study, and lies at the very foundation of the successful study of all branches pursued. He who cannot read, can do little else. He who cannot quietly study the thoughts of others, will have little food for his own thought, and his mind must be dwarfed. Nor can he who has not learned to read, listen with profit to the reading of another. His mind has not grasp enough to comprehend the truths presented. Pleasing stories, apt illustrations, may chain his attention and be fixed in his memory, but the *lesson* of the story, and the *truth* illustrated are not understood. A child had listened to the touching story illustrating George Washington's devotion to truth, and in reciting to his father the lesson he had learned, he says: "Oh Pa! George Washington's father told him he would rather he would tell a few lies than to cut down one cherry tree." If we could follow to their homes the children, or even "children of larger growth" to whom we have read or recited anecdotes illustrating the most important truths, how many times should we find our truths displaced by the most absurd nonsense or it may be by palpable untruths.

I use not this illustration for the purpose of discouraging the use of the best method of teaching children, but that the ex-

perience of many and perhaps all teachers may be cited in support of the statement that one who cannot himself read will derive but little benefit from hearing another read; and that the teacher may not rely upon a single reading or recitation, but may by careful inquiry make sure that right impressions have been made upon the mind of the child; and still farther that the child may be encouraged to read for himself the anecdote recited in his hearing. The object of learning to read is two-fold; 1st—That knowledge may be acquired. 2d—That knowledge may be imparted. This knowledge is brought to us in words. These words must be made familiar to our sight and recognized as the clothing of distinct and definite ideas, that we may learn while we read; and the sounds represented by the words must be so clearly uttered that we may convey to listeners the thoughts of the author, or in other words the impresssion made upon the mind of the listener through the ear must be as distinct and as clear as though it reached the mind through the eye. No pupil can be considered a good reader who does not read both *intelligently* and *intelligibly*. Intelligent reading implies mental activity, quick perception and an understanding of the relations of words to each other and to the thoughts they represent. Intelligible reading implies all the above and such vocal culture as will insure a perfect understanding by those who hear, both of the words uttered and of the thoughts clothed in the words. Reading, unlike most other studies, may be made a life study, and no person becomes a perfect reader until he attains complete mastery of his voice and of all the muscles used in giving expression to thought, and such mental power as enables him to grasp at once the ideas of the author he reads. Like all other great works this has very small beginnings. With the beginnings our teachers have most to do. That I might

learn something of their appreciation of the importance of this work, and that I might be better prepared to suggest methods that should lead to its more successful prosecution, I conducted during the second term of the year an examination of classes in reading through all the grades of all the District Schools, selecting one class, and in some instances two, of each teacher. The course pursued in all cases except the very lowest grades, was to select some piece the class had read, and in reading to note all mistakes made such as omitting, miscalling, clipping or repeating words, and in the pauses, etc. Another piece was then selected of different style from the first, most generally a poetical selection, and the position of the pupil, his general manner and style of reading were noted. The marks made were then averaged; the class were requested to close their books and when called upon to rise, to open the book and read the first sentences the eye rested upon. This test was quite severe, and the average of the marks attained by the first two readings was changed slightly according to the success or failure of the pupil under this test. By the first reading, I gained some knowledge of the acquaintance of the child with words and pauses; by the second, some idea of his comprehension of the author's thoughts and of his ability to express the thought he had derived from the study of the author; and by the third, I learned something of the child's self-possession, quickness of perception, and of the power he had gained from previous study.

After completing this examination and bringing together results, I classified as follows:—

Whole number of classes examined.....	256
Whole number of scholars examined.....	5,000
Classes of excellent readers.....	31
Classes of good readers.....	101
Classes of fair readers.....	90
Classes of tolerable readers.....	21
Classes of very poor readers.....	13

Particular excellencies were pointed out to the class and to the teacher. Particular faults were generally suggested to the teacher alone. The general result disappointed me very happily, as I had previously listened to the reading of classes without making any minute at the time, I had remembered most vividly the faults and was not prepared for so favorable a result as the examination presented.

The particular faults noted were, monotonous and measured reading arising from a careless use of the concert method, recalling words once spoken, a general stumbling and hesitating style the result of inattention of both pupil and teacher, careless and sometimes lounging position of pupils in a class, and in a very few instances low and hurried utterances.

The particular excellencies were, erect and manly posture, distinct articulation, clear and audible tone of voice, correct expression, calm and self-possessed manner, and a general appreciation of the thoughts uttered.

This examination can not in all cases be made a criterion by which to judge of the teacher's merits or abilities. There are many modifying circumstances. Some classes that appeared to disadvantage, are under the guidance of those whom I know to be excellent teachers of reading. But the general result has confirmed me in the belief that one who can teach reading well, will be found in all other respects a good teacher. Power to discipline well, general intelligence, animation and patience, which are so essential to one who would teach reading well, lie at the foundation of success in all teaching.

In the lower grades those classes succeeded best which had been instructed from black boards as well as from charts. Their teachers had framed a great variety of simple sentences, introducing words in common use, and words that had a meaning comprehended by the child. The children themselves

were encouraged to construct sentences, and to find the words printed upon the board as they were given by the teacher. In all cases I found the greatest interest manifested by classes that had learned from sentences rather than from detached words. Teachers who had studied their lessons carefully before coming to their classes, and had arranged simple sentences from the words given upon the cards used, had no difficulty in keeping up an interest on the part of the children.

In the higher grades I was gratified to find many teachers who studied the reading lesson even more carefully than they required pupils to do. The benefit of such study was very apparent in the examination, and it is submitted to teachers whose classes are ranked as "tolerable" or "very poor," whether they may not here find the secret of their failure.

In our text-books there may be found many sentences or even paragraphs that may be used only for the purpose of acquiring distinct articulation. Teachers can not expect to teach expression by the use of such sentences. The study of the teacher should aim at this—What use shall I make of this sentence to-day? Shall the child acquire from it vocal culture merely, or mental culture, or both combined? What particular fault is this lesson specially fitted to correct? What excellency may here be attained?

While all lessons should be carefully prepared by the teacher, the importance of such preparation can be enforced nowhere more profitably than upon this subject of reading.

WRITING.

In no branch has better progress been made than in that of writing. The wisdom of that policy which substituted writing for printing three years ago is fully apparent. The contrast between the writing of those who commenced in the

earlier grades by printing, and of those who have practised writing from the first, is quite marked.

Those teachers who have made writing an exercise in which all should be engaged at the same time, and who have pursued the practice of guiding the motions of their pupils by counting, have been most successful. Until the pupil gains some skill in the use of the pen and in the formation of letters, it is better that the exercise be conducted with great care and with moderate movements. Rapid movements are not in my opinion of advantage to a beginner.

DRAWING.

This branch of study has been quite generally neglected in our schools, at least so far as systematic instruction is concerned. Some of our Principals feeling the importance of the study and the practice, have [experimented upon a graded course in drawing, with special reference to the primary grades.

The course adopted in the Brown School during the past year is commended for its simplicity and its adaptation to our course in other branches.

The basis of the system is laid in a series of Drawing-books prepared by W. N. Bartholemew, and the following selections have been made from this series :—

For the tenth grade—Lessons 1, 2, 3, 4, 7, 6, 8 and 9, in the order named.

For the ninth grade—Lessons 12, 13, 14, 15, 16, 17, 18, 19, and 20.

For the eighth grade—Lessons 10, 21, 22, 25, 26, 27, 28, 29, 30, and 31.

For the seventh grade—Lessons 32, 33, 33, 34, 35, 36, 37, 38, 39, 40 and 41.

For the sixth grade—Lessons 42, 43, 44, 45, 46, 48, 49, 50, 51 and 52.

For the fifth grade—Lessons 62, 61, 54, 55, 53, 56, 59, 65, and 58.

The Drawing Books and the Blank Books into which the lessons named above are pasted (one Blank Book for each grade), would not exceed in cost for each school the sum of four dollars.

I trust that some provision may be made for furnishing each school with this or some better series of graded lessons.

Without system the time spent in Drawing is to some extent wasted.

For the Grammar Grades I would most earnestly recommend the employment of a Teacher of Drawing.

SPELLING.

Great efforts have been made by all our Teachers to secure better results in Spelling than heretofore. These efforts have been attended with a good degree of success. Still in all written exercises especially of the lower grammar grades misspelled words are not infrequent.

The most strenuous efforts to secure a complete and perfect memorizing of the Speller will not meet this difficulty. Careful revision and criticism of written exercises even in these lower grades will alone remove it. Correct spelling is a habit rather than an acquisition. The habit of spelling is strengthened by every attempt of the pupil to write the words he uses. All written words should be carefully scrutinized, and their correct spelling impressed upon the eye and mind of the child.

GRAMMAR.

The change in text-books made after the beginning of the year prevented the progress that might have been secured had the change been made before the commencement of the fall term. Here I would remark that I deem it advisable

that all changes made, take effect at the beginning of the year following the change.

In spite of this obstacle good results have been obtained, and I have but one suggestion to make in this connection, and that is, that all teachers observe carefully the use of language by their pupils in all their recitations, and thus make the correct use of the English language a matter of habit. No incorrect expression should be permitted to pass without notice. This will take some time at the outset, but it will save time in the end. "False Syntax" necessarily occupies a large space in every text-book on Grammar because the early habits of children in the use of language are neglected. Teachers in the primary grades may save grammar teachers much labor, and the little effort required will not add materially to their own labor.

ARITHMETIC.

As a general rule this study occupies too prominent a place in every course. With us this is not the case. Written arithmetic occupies its full share of time, but that which is of greater importance and without which written arithmetic is of little practical worth, intellectual arithmetic, has hardly its proper share of attention. The exercises of the book are gone through with, but the power of analysis is not developed as it should be, by the practice attending the study. All examples given in Mental Arithmetic should be solved mentally, and no book should be allowed in the class, and no slate or pencil be used in the preparation of the lesson. Exercises similar to those contained in the text-book should be given the pupil; also exercises tending to the same results, with change of phraseology, until the pupil is able to analyze readily any simple question proposed. The language of numbers, or the grammar of arithmetic should be carefully

studied. All examples of the Written Arithmetic should be solved mentally as far as they can be, and in every case the pupil should be able to give the correct analysis of any example that he may be called upon to solve upon the black-board. The power of analysis must be developed and strengthened if the teacher would make the pupil a correct mathematician. It is not enough that the analysis be given by the teacher, and the formulas committed by the pupils. Formulas are often a hindrance rather than a help. The ability to discern what is sought, and out of the data given, to construct the steps necessary to its attainment, is what the pupil needs. There are axioms and general principles that must be learned, but the method of building upon axioms, or of applying general principles to the problems given for solution is best left to the individual pupil's tact. That train of reasoning, provided only it be correct reasoning, which is easiest for the pupil to follow, is best for him.

Frequent and varied mental exercises are necessary to the development of tact, and to the cultivation of the reasoning power. With some it is safer to go by the beaten road than to go "across lots." Such may follow more implicitly the rules of the book; but if possible it is better that each pupil be a book unto himself and that his power of analysis be so cultivated as that he may make his own rules of solution. Such pupils may be said to carry their slate and pencil in the head, and their work is as often to be trusted as is that of those whose labor may be reviewed by the teacher.

GEOGRAPHY.

In this branch very commendable progress has been made during the year. The subject of Map Drawing has received special attention, and marked success has attended the efforts of teachers in this direction.

I have thought that in a few instances the memory of pupils has been burdened with less important details to the exclusion of the 'more' prominent, but this evil can be easily remedied. Such points in the outline of any country as have some historic associations, should be seized upon and impressed upon the mind of the child. The fresher the interest in any such point, the safer to make it the starting point of research. The relative size of some of the more important States of the Eastern Continent as compared with some one of our States, Illinois for example, would prove a valuable study; also the relative size of some of the more important Islands.

Grouping Countries and States, on the basis of natural productions, is an excellent method of study. The power of association should be called to the aid of the teacher in this study especially. So far as it can be done in the higher grades, History and Geography should be studied together. In the lower grades, Geography should be associated with the Oral course. Experience and observation have taught me that this associating method is the most successful, and I am glad to know that such a method obtains to a great extent among the teachers of this city.

HISTORY.

The events of the past five years have made the study of United States History a necessity. This necessity has been recognized to some extent by the teachers and pupils of our schools. It has not yet the hold upon our affections it should have. It is not made as prominent a study as it should become. No American child should be considered educated unless he possess a tolerably correct knowledge of American History.

During the year, Mr. M. W. Leavitt, of the Board of Education, conducted a very profitable exercise in the first

divisions of all our District Schools. This called forth more study of the subject than had been previously given it. As already intimated, historic facts should be associated with study of Geography. History should always be studied with an open map, and events be located so that the history of the past may be mapped out before the child.

There are two methods of studying History, one—*Chronological*, learning what has transpired in its proper place and order with reference solely to time; the other—*Topographical*, associating events with localities with or without reference to date of occurrence. The latter method is the more attractive to students generally, and is by far the more valuable when the chronological order of events clustered about a particular spot is observed.

Our text-books are usually arranged in chronological order, and teachers who follow the text-book closely, will sometimes feel that they are failing to secure the attention or to awaken the interest of their classes.

Every year adds to the possibility of making our own history more attractive as a study, as additional events of interest are transpiring in localities made famous by our earlier Colonial or Revolutionary History. These new events should be seized upon by the teacher, and so used as to fasten the old in the memories of their pupils.

VOCAL MUSIC.

From an early day in the history of our schools until the year 1860 music was taught by a Master in all the District schools. For three years thereafter the only instruction given was by the several teachers who could sing. In 1863 the Board employed Mr. C. Ansorge to give instruction in the High school, and Mr. O. Blackman in the District schools. In 1864 Mr. Ansorge resigned, and Mr. Blackman took

charge of all instruction given until the fall of 1865, when Mr. E. E. Whittemore was employed as his Assistant.

After a few months' experience Mr. Blackman became convinced that some plan other than that of teaching songs by rote to large classes must be adopted, in order to secure permanent results worth the expenditure of money and time, and the following plan was adopted, which has thus far proved very successful:

1. The upper divisions of the Grammar Departments are taught directly by the Music Teachers.

2. A series of graded exercises for the lower Primary Grades has been prepared for the use of teachers in those grades.

3. The teachers of the Primary Grades and of the lower divisions of the Grammar Grades of each of the schools are taught by the Music Teachers, they being allowed to dismiss their divisions one hour each month for the purpose of receiving such instruction.

4. Pupils in all the grades, even the lowest, are taught to read music and to beat time.

5. The music teacher occasionally visits the lower grades and gives direct instruction to the pupils.

The results anticipated from pursuing this course have been more than realized, and its beneficial effects are beyond all question. Children at seven years of age are taught to read the music of simple songs, and the number who cannot learn to sing is very small indeed.

The pupils of the Normal Department of the High School are taught the elements of Music thoroughly, but it is desirable that a little more time than has heretofore been given them should be allowed, that they may be fully prepared for their work.

The good effects of music upon the schools at large cannot have escaped the notice of the most casual observer. Aside from the benefits to be derived from a knowledge of music, its practice in our schools is of incalculable value in matter of discipline, and is prominent among the refining and elevating influences so much needed, in the right education of the young.

Thus far the teacher of music has furnished the graded exercises in music at his own expense. I would recommend that the Board purchase for the use of teachers such books as they need to carry out the course adopted by them. It is hardly just that our Music Teacher should longer bear this burden.

GERMAN.

The experiment of introducing German as a study in our District Schools has proved a success. It was feared that this innovation upon our system might seriously affect the scholarship of those pupils who should take German as an additional study.

In two particulars we were peculiarly fortunate in trying this experiment. 1st, In the course of study marked out; and 2d, In the selection of a teacher.

The course of study recognizes the duty of the city to furnish an English Education to all her children and to make this the paramount object of school work, in that it permits no pupil to study German until he shall have passed through two grades of the course in which a thorough knowledge of simple reading is attained. Throughout the course, the German is kept two grades behind the English studies. Only reading, writing, spelling and grammar are taught by the German teacher, and only enough of the grammar to make pupils accurate speakers of the language. The con-

versation of the recitation room is conducted entirely in the German language. The majority of the pupils pursuing German in the school in which the experiment has been tried, are of American or Irish parentage.

The teacher, Mrs. Pauline M. Reed, since transferred to the High School, labored under many disadvantages on account of lack of room, and of the many little difficulties that attended its introduction growing out of a proper adjustment of classes to other classes in which pupils were found, and of the special difficulty found in the fact that in each of the four German grades there were found pupils of nearly all the English grades admitted to these classes. She managed her classes admirably and awakened in them much of the enthusiasm which characterizes herself. The Principal of the Washington school did all in his power to make the work a success, and but few weeks passed before the necessary adjustments were made, and all things moved harmoniously.

The results are hardly developed enough to warrant positive assertions as to the effect of its introduction upon the general scholarship of the pupils. This, however, may be safely asserted, that no unfavorable result has as yet transpired. While I am not prepared to speak definitely as to its effect upon *general scholarship*, I am prepared to say that the knowledge gained of the German has been quite remarkable. The advancement of the German classes has been very rapid. No one can doubt the importance of a knowledge of the German to our pupils. But aside from its utility to one who every day meets in all the business walks more or less of the German element of our population, I must say that a knowledge of the structure of the German Language will add greatly to the facility with which we use our own. Any one who will observe carefully, will see that

Germans seldom misunderstand each other. It is very rarely the case that a question, or a statement made, needs repetition. Their language has a peculiar adaptation to all shades of thought. Our own language has words enough for the expression of all thought, words too that may be easily understood, while many words have been incorporated into it that are comprehended only by classical scholars. One skilled in the use of German will almost unconsciously choose the former class of English words, which certainly are the most forcible and for this reason the most valuable.

ORAL INSTRUCTION.

The Oral course has been undergoing some modifications, and another year is needed to develop its practical advantages. I have rather discouraged the kind of oral instruction falsely so called which has prevailed to some extent among our teachers in the higher grades. The teachers themselves were not at fault, but the understanding that their pupils would be examined in writing upon some parts of the Oral Course, had led them to select the language of good text books and to require the pupils to commit to memory this language that they might be sure of passing a creditable examination. For two years past no written examinations have been had upon the Oral Course except such as the Principals of the several schools may have conducted, and the instruction has gradually resumed that character best fitted to its name and design. With the modified course, upon which we enter fully the ensuing year it is my purpose to make examinations in some of the grades that shall serve as a test of its value, and of its adaptability to the capacity of the pupils. The course in part has been subjected to a test which has proved its value in the School of Practice attached to the Normal School.

SCHOOL DISCIPLINE.

The general conduct of pupils during the past year has been very commendable. The cases of special suspension for offences not reached by ordinary methods of punishment have been but one hundred and forty-two. Of these twenty-eight have been for wilful resistance to authority; seven have been for injury done to school property, and the remaining one hundred and seven for as many various causes. Of this whole number ninety-nine have been restored to school, and three have been held in suspension until the beginning of another year for reasons bearing upon the good of the school and with reference to the reformation of the offenders. Forty have not applied for re-admission.

A record has been kept of all restorations of pupils suspended for absence, and the following table shows the standing of each school in this particular. The first column gives the average number belonging to the school; the second the whole number of suspensions, and the third the whole number of restorations; the fourth the percentage of suspensions upon the average number belonging, and the fifth the percentage of restorations upon the number suspended.

It must be remembered that there is a provision by which pupils suspended may be returned to the school after four weeks' absence, and that in all cases of suspension for absences caused by sickness no restoration is necessary. This will account for the discrepancy between the suspensions and restorations, at least in great part. It appears to me that the permission given pupils to return after four weeks' absence without restoration is taken advantage of to the injury of pupils, and that it should be entirely repealed or considerably modified. Many parents prefer to keep their children out four weeks, rather than take the trouble to come to the office for a restoration.

SCHOOLS.	Average Number Belonging.	Number of Suspensions.	Number of Restorat'ns.	Per cent. of Suspensions upon Av. No. Belonging.	Per cent. of Restorations upon Suspensions.
High	325	2	6		
Dearborn.....	639	431	123	.7	30.
Jones.....	752	153	43	.2	30.
Scammon	737	82	51	.1	60.
Kinzie.....	843	374	148	.4	40.
Franklin.....	1307	255	73	.2	30.
Washington	1313	524	102	.4	20.
Moseley	799	225	79	.3	35.
Brown.....	865	240	93	.3	37.
Foster.....	1777	436	112	.2	23.
Ogden.....	800	188	76	.2	40.
Newberry.....	988	270	88	.3	33.
Wells.....	587	137	24	.2	17.
Skinner.....	1424	887	214	.6	24.
Haven.....	904	493	162	.5	33.
South Chicago.....	102	34	6	.3	15.
Bridgeport.....	372	307	42	.9	14.
Holstein.....	75				
TOTAL.....	14609	5038	1442	.35	28.

GENERAL INSTITUTE.

The attendance of the teachers upon this Institute has been very good, and a much greater interest has been shown in its exercises than during the preceding year.

The first hour of the session has been devoted to Lectures, Essays and Discussions upon topics of general interest.

Lectures have been delivered by the Rev. Dr. Ryder, and H. T. Steele, Esq., of the Board of Education; Prof. Mark Bailey, of Yale College; President R. Edwards, of Illinois State Normal School; S. H. Peabody, of the High School, and R. Welch, Principal of South Chicago School.

All the Lectures and Essays were above the usual standard and have already produced good results upon our school work.

After the Lectures a little time has been devoted to social intercourse, and the teachers have then gathered in sections for special instruction, and to witness illustrative exercises conducted by teachers selected for the purpose. These sections have numbered six; section one has embraced the

teachers of first and second grades ; section two, those of third and fourth grades ; section three, those of fifth and sixth grades ; section four, those of seventh and eighth grades ; section five, those of ninth grade ; and section six, those of tenth grade. Each section has chosen its own leader from among the Principals or Teachers of the High School, with a single exception, in which Mr. Leavitt, of the Board of Education, had charge of one section for six months. The interest and profit of the Institute would be greatly enhanced could more of the members of the Board be present as participants or as witnesses.

During the past year the average absences of teachers for other causes than that of sickness have been twenty each month, or one in thirteen of the whole number. Eighty-nine or a little more than one-third of the whole number have been present at every session for the year ; if to this number we add such as have been present, except when detained by sickness, we shall find one hundred and forty-nine, more than one half, punctual attendants. It is but just to say that complaints of the hardship of enforced attendance never come from such as are punctual and ready to bear their share of the labor.

The Institute is designed for the profit of all teachers. It will be found specially profitable to all active participants. Teachers should find in this Institute a help to their work. Such help will be found by all who come prepared to receive it.

QUESTIONS FOR EXAMINATIONS.

ANNUAL EXAMINATION OF FIRST AND FOURTH GRADES OF THE DISTRICT SCHOOLS.

In the annual examination of the first and fourth grades of the District Schools held on the 13th of April, 1866, the following questions were submitted, and the table annexed will show the standing of the several schools in this examination :—

FIRST GRADE QUESTIONS.

ARITHMETIC.

Forty-five Minutes allowed for this Exercise.

1.—Express decimally $2\frac{1}{2}$ per cent. ; 4 per cent. ; $6\frac{3}{4}$ per cent. ; $12\frac{1}{2}$ per cent. ; $\frac{1}{2}$ per cent.

2.—A man has a capital of \$20,000. He loses 50 per cent. of his capital in wheat speculations, and 50 per cent. of the remainder in stock speculations. How much has he left ?

3.—5000 is 25 per cent. of what number ?

4.—Define the terms “At Par,” “Above Par,” and “Below Par” ; and give an illustration of a sale of stocks *below par*.

5.—Find the amount of \$5,600 at interest 3 years, 6 months and 18 days, at 12 per cent. per annum.

6.—What is the present worth of a note for \$224, due 2 years hence, discounting at the rate of 6 per cent. per annum ?

7.—Find the compound interest of \$400 for 2 years, at 7 per cent. per annum.

8.—Write a proportion, and tell which terms are means and which are extremes.

9.—Find the missing term in $72 : () :: 56 : 112$.

10.—How many pounds of coffee at 4 shillings per pound must be given in exchange for 30 pounds of butter at 2 shillings and 6 pence per pound.

GRAMMAR.

Forty-five Minutes allowed for this Exercise.

- 1.—Name the properties of Nouns.
- 2.—Mark with appropriate abbreviations the different parts of speech in the following sentence: "Alas! John, that you should have acted so unwisely in the presence of your father and mother."
- 3.—Write a sentence containing a Transitive Verb in the Active Voice, and another expressing the same idea by the use of the same verb in the Passive Voice.
- 4.—Write a sentence containing an adjective used as a noun.
- 5.—Compare each of the adjectives, Wise and Able, by three different methods.
- 6.—Write one sentence containing a Relative Pronoun, an Adjective Pronoun, an Interrogative Pronoun, and a Personal Pronoun.
- 7.—Correct the following sentences, if they need correction:
"Let every pupil attend to their lessons."
"James, and not William, have done the wrong."
"The chief portion of the lands is sold."
- 8.—Name three Irregular Verbs, and give their principal parts.
- 9.—Give the synopsis of the Verb *Write* in all the tenses of the Indicative Mood, with I.
- 10.—"I visited the store of Jones and Smith." Tell, by the use of the possessive case, whose store I visited. "I have upon my table two Dictionaries—one by Worcester and one by Webster." Tell, in as few words as possible, and by the use of the possessive case, what Dictionaries are upon my table.

HISTORY AND GEOGRAPHY.

Forty Minutes allowed for this Exercise.

- 1.—Mention three of the principal events of 1775.
- 2.—Draw a map of the State in which the first blood of the Revolution was shed.
- 3.—Mention three of the principal events of 1776.
- 4.—State what you know of the Battle of Trenton.
- 5.—Name the most important naval engagement of the Revolution, with its result.

6.—What do you know of the surrender at Yorktown?

7.—Name the Presidents in their order, with the length of time of service of each.

8.—Draw a map of the country from which Lafayette came.

9.—Give the boundaries of the most populous empire of Asia.

10.—Draw a map of the country from which slaves were imported to this country previous to the prohibition of the slave trade.

SPELLING.

Recipient.	Reminiscence.	Analysis.	Pulmonary.
Synonymous.	Victorious.	Editorial.	Thermometer.
	Appropriate.	Diurnal.	

FOURTH GRADE QUESTIONS.

ARITHMETIC.

Forty-five minutes allowed for this Exercise.

1.—Give in words the following numbers : 910 810
1216 345 2008

2.—Write in figures the following : Two thousand and ten ; Sixteen thousand and eight ; Three millions and thirteen thousand ; Sixty-seven ; One thousand five hundred and six.

3.—Write the Roman characters for 1875 361 1018
1276 1005

4.—Multiply One thousand and seven, by One hundred and ten.

5.—Add 30055 and MDCCLXIX.

6.—Subtract Two thousand and nine, from Thirty thousand and ninety.

7.—What are the prime factors of 360?

8.—Give the rule for the work of this example :

$$\begin{array}{r} 7560 \\ 1875 \\ \hline 5685 \end{array}$$

9.—Write the signs of Addition, of Multiplication, of Subtraction, and of Division.

10.—Correct this example if it needs correction, and tell why you correct it.

$$\begin{array}{r}
 365 \\
 108 \\
 \hline
 2920 \\
 365 \\
 \hline
 6670
 \end{array}$$

MISCELLANEOUS.

Forty five Minutes allowed for this Exercise.

1.—What is the difference between the light of the sun and the light of the moon?

2.—Analyze the word "light"; that is, tell how many sounds there are in the word, and what the sounds are, also what letters are silent or have no sound.

3.—In the same manner as above, analyze the word "recite."

4.—Write out the analysis of the following question in Mental Arithmetic; that is, write out in full what you would say if you were analyzing the question in class:

"James had six marbles and John had eight marbles. How many marbles had both?"

5.—In the same manner, analyze the following question:

"Thomas had three dollars more than John, and John had seven dollars. How many dollars had both?"

GEOGRAPHY.

Forty Minutes allowed for this Exercise.

1.—Give the boundaries of the State of Illinois.

2.—Give the boundaries of the United States.

3.—Name the Western States.

4.—Name the United States bordering on the Atlantic Ocean.

5.—Name three principal mountain chains in the United States, and give the direction of each.

6.—Name three of the principal rivers of the United States, and the direction in which each runs.

7.—Name and locate three of the largest lakes of the United States.

SPELLING.

Audible.	Certain.	Skirmish.	Burglar.	Incite.
Untried.	Eclipse.	Lonesome.	Foremost.	Postage.

EXAMINATION FOR ADMISSION TO THE HIGH SCHOOL.

In the Annual Examination for admission to the High School, the following questions were proposed, and the table annexed shows the standing of the several schools upon that examination :

ARITHMETIC.

1.—What number is that to which if you add $\frac{1}{4}$ of $\frac{2}{3}$ of itself the sum will be 42?

2.—A. can do a piece of work in 4 days ; B. can do it in 6 days ; and C. can do it in 5 days. In what time will A. B. and C. working together, do the work ?

3.—A garden walk is 50 feet long by 3 feet wide ; how many bricks, each 8 inches long by 4 inches wide will be required to cover the walk ?

4.—A man invests \$3675 in railroad stocks, and finds upon examination that his railroad property is just 30 per cent. of his whole property. What is his whole property ?

5.—Explain the method of finding the difference in time between two places, when the longitude of both places is known.

6.—Extract the square root of 306.25.

7.—Four men hire a house for \$5600. A. uses 12 rooms ; B. uses 8 rooms ; C. and D. use each 4 rooms. What should each pay as his share of the rent ?

8.—Find the difference between the true discount and the simple interest upon \$3600 for two years and six months, at 8 per cent. per annum.

9.—If 30 men consume 500 dollars worth of food in six months, how many dollars worth of food will suffice for 20 men for 36 days, reckoning 30 days as a month ?

10.—A man bought 1000 bushels of wheat for \$1250. He finds 15 per cent. of the wheat worthless. How must he sell the remainder per bushel, so as to gain 20 per cent. upon the cost ?

GRAMMAR.

1.—Give all the principal parts of the verbs of which the following are parts : Was, Gone, Fought, Decide, Talked.

2.—Parse all the *irregular verbs* in the following sentence : "The men fought well, but they were unable to endure the fatigue of long marches."

3.—Parse all the *relative pronouns* in the following sentence: “That man, who fails while attempting to do right, is more to be respected than he who succeeds in doing what is wrong.”

4.—Correct the following sentences, if they need correction, and give reasons for correcting:

1.—Between you and I, this must be kept secret.

2.—You and not I, am to blame.

3.—The larger part of the coins was destroyed.

5.—Name and define the properties of pronouns.

6.—Analyze the following sentence:

“The dipping paddle echoes far
And flashes in the moonlight gleam.”

7.—Define subject-nominative, predicate-verb, simple subject, compound predicate.

8.—Conjugate the verb *sleep* through the present and the past tenses of the indicative mood.

9.—Define the difference between a transitive and an intransitive verb.

10.—Give a sentence that shall contain an adjective irregularly compared; also, a sentence containing an adverb which is compared.

HISTORY.

1.—State what you know of Ferdinand De Soto.

2.—Name four prominent discoverers, with date of first voyage of each.

3.—Causes that led to the American Revolution.

4.—Place and date of the first, and of the last battle of the Revolution.

5.—State what you know of Arnold and of Andre.

6.—Three principal battles of the war of 1812, with some particulars of each.

7.—Causes of the war with Mexico; who were the principal United States Officers in command during that war, and at what battles did they distinguish themselves?

8.—What Frenchmen rendered the United Colonies great aid during the Revolution, and what do you know of them?

9.—When was the first Presidential election held, and how many and what States participated in this election?

10.—How many and what Presidents have been re-elected for a second term?

GEOGRAPHY.

- 1.—Name and bound the Zones.
- 2.—Name and bound the State next north of the one in which you reside.
- 3.—Bound Hindostan.
- 4.—Name and locate the capitals of the four most populous States of the United States.
- 5.—Bound the Desert of Sahara, or the Great Desert.
- 6.—Name the natural productions of Illinois, and of North Carolina.
- 7.—Name three prominent Mountain Chains of Asia.
- 8.—Name and describe three of the largest rivers of Europe.
- 9.—Why are there no large rivers upon the west coast of South America.
- 10.—Name and locate three large groups of Islands.

SPELLING.

Allegory, Beneficence, Conditional, Believe, Deceive, Evanescent, Government, Heresy, Illusory, Jaundice, Lilliputian, Meddlesome, Necromancy, Yeomanry, Obituary, Pyrotechnics, Quintessence, Reguish, Propitiate, Zealous.

Table showing results of Examination for Admission to the High School.

SCHOOLS.	No. Examined.	No. Admitted.	Average age of those Examined.	Average Standing of Class.								Average Standing of those Admitted
				Arithmetic.	Grammar.	Geography.	History.	Reading.	Spelling.	Penmanship.	Total Av.	
Dearborn.....	15	12	15-1	70	79	68	76	87	73	91	76.9	80.4
Jones	22	13	14-9	67	70	70	62	88	65	82	72.2	77.5
Scammon.....	41	30	15-1	66	77	70	69	86	62	87	72.8	77.5
Kinzie.....	6	2	15-0	52	80	74	64	92	60	87	71.2	90.
Franklin	12	12	15-6	77	78	82	77	93	75	84	79.9	77.9
Washington.....	12	6	16-0	65	69	61	58	90	69	90	71.1	77.
Moseley	14	12	15-10	75	80	80	71	89	72	91	79.3	81.8
Brown.....	34	31	15-11	73	79	78	68	88	66	85	76.5	77.3
Foster.....	25	13	15-11	68	68	67	56	85	58	83	69.	75.5
Ogden.....	19	18	15-0	76	81	78	72	90	84	90	80.9	81.8
Newberry.....	9	8	16-5	79	77	82	68	87	71	86	79.5	80.
Wells.....	4	3	14-10	72	73	85	66	89	73	84	76.4	80.6
Skinner	38	27	15-1	66	76	72	62	89	65	84	72.9	76.9
Haven.....	17	9	15-7	55	71	74	62	87	66	86	68.7	78.4
South Chicago.....	1	0	.....	30	45	66	62	80	60	80	55.3	.....
Bridgeport.....	3	3	14-10	74	69	67	61	78	75	82	72.3	72.3
Total.....	273	199	.....	68.4	75.4	73.	66.	88.6	67.2	86.7	74.3	76.6

In the examination 70 per cent. was fixed as the standard of admission to the High School, and in making up the estimates, Arithmetic and Grammar were counted twice.

QUESTIONS USED FOR EXAMINATION OF CANDIDATES FOR ADMISSION TO THE NORMAL DEPARTMENT OF THE HIGH SCHOOL,
JUNE 30TH, 1866.

ARITHMETIC.

Fifty Minutes for this Exercise.

1.—A tree was broken by the wind, at a point 125 feet from the top. The top rested at a point 95 feet from the stump. Required height of tree.

2.—Write any *explanation* of the division of $\frac{2}{3}$ by $\frac{3}{4}$.

3.—What is the difference in inches between two surfaces, one containing $\frac{1}{3}$ of a square foot, the other being $\frac{1}{3}$ of a foot square?

4.—State why removing the decimal point one place to the left divides the number by 10.

5.—A. hires a carriage to go from Chicago to Lake Forest and back, for \$25; at a distance of 10 miles from the city he takes in B.; at Lake Forest, which is 25 miles from Chicago, he takes in C.; returning, when 15 miles from Chicago he takes in D.; how much has each to pay?

6.—Write the *factors* which form L. C. M. of 625, 200 and 1260. Also, the *factors* which form the G. C. D. of the same.

7.—A cask holding 200 gallons of wine, at \$4, \$8 and \$10 per gallon. To be sold at \$6 per gallon. Required number of gallons at each price.

GRAMMAR.

Fifty Minutes for this Exercise.

I.—Analyze—"You ought to go home, said my friend."

2.—State the connection between the clauses in the above sentence. Parse *ought*, *to go* and *home*.

3.—Write a sentence containing a verb in the passive voice; another, containing the same verb in the progressive form.

4.—Difference between the name and power of a letter.

5.—Write a sentence which shall violate the rule concerning the agreement of a pronoun with its antecedent. One which shall violate the rule concerning the agreement of the verb with its subject. One which shall violate the proper use of the article. Write these sentences correctly.

6.—Define Declension, Comparison and Conjugation.

7.—State the difference between Analysis and Parsing.

8.—Name two examples for each of the following classes of adverbs; time, place, degree, order and number.

9.—Vallies; Movable; Prefered; Saleable; Fitting;—correct misspelled words and write rule for spelling.

10.—From what are the Rules of Grammar derived?

GEOGRAPHY AND HISTORY.

Fifty Minutes for this Exercise.

1.—A man starts from Chicago and travels South 70 degrees; he afterwards travels North 30 degrees. In what latitude will he be?

2.—Compare the climate of the City of Mexico with that of Vera Cruz.

3.—State the opinions of Roger Williams, for which he was banished from Massachusetts.

4.—Map of North Carolina.

5.—Give the number of States, and name the Territories of the United States.

6.—Cause of King George's War.

7.—Name and locate the plains of South America.

8.—Where are Venice, Odessa, Archangel, Glasgow and Birmingham.

9.—Name the rivers of China and Hindostan.

10.—Name five noted animals found in Africa.

CONCLUSION.

To myself the work of the year has been very pleasant. If there has been real progress made, it is due largely to the intelligent action of the Board of Education, to the faithful and earnest labors of individual members of the Board, and to the diligent and self-sacrificing efforts of teachers. The appreciation of the value of teachers' services shown by the Board in the matter of salaries, has aroused all to new efforts that they may prove worthy the confidence reposed in them. Teachers are not at all insensible to the good opinions of their employers, and every substantial mark of appreciation secures a more hearty consecration to their work, especially when they find themselves at the end of the month able to meet all necessary expenses.

Thankful to yourselves, gentlemen, for your continued kindness to me, and to the teachers for their hearty co-operation, and conscious that in the discharge of my duties I often need the counsel and forbearance of yourselves and of the teachers, I can only promise for the future, what I have endeavored to give in the past, the whole of my time and the best of my service.

J. L. PICKARD,

Superintendent.

SUPERINTENDENT'S SPECIAL REPORT.

The following Report submitted to the Board at its regular meeting on September 4th, 1866, was accepted and ordered to be printed in the Annual Report for the year 1865-6:—

To the Hon. Board of Education of the City of Chicago :

GENTLEMEN : In accordance with the Resolution adopted at your last meeting, which is in form as follows :—

“ *Resolved*, That the Secretary be and he is hereby instructed to report to the Board at its next regular meeting, in tabular form, the annual increase in Teachers' salaries of all grades, including Teachers in the High School, and also the increase in the salaries of the School Superintendent, and the Clerk and Messenger in his office, and the Agent of Buildings and Supplies, from the year 1863 to 1866, both years included ; and that the Secretary exhibit in said tabular form the average number of pupils assigned to teachers in each of the several grades during each of said years, respectively.”

I beg leave to report that I have complied with the letter of the Resolution, so far as the question of salaries is concerned, but that it is impossible to report the number of pupils to a teacher by grades as records are kept only by divisions, and that so far as divisions are concerned no accurate data for comparison can be gathered, since the number of divisions is not the same in any two schools of the city. I have, however attempted to comply with the spirit of the resolution and herewith present a tabular statement of salaries, and the average number of pupils to a teacher in each school, classi-

fyng as closely as it is possible to do with any accuracy by grammar and primary departments.

Which is respectfully submitted.

J. L. PICKARD,

Secretary.

SALARIES PAID TO OFFICERS AND TEACHERS, FROM 1862 TO 1866, BOTH DATES INCLUSIVE.

OFFICERS.	For year com. Sep.1862	For year com. Sep.1863	For year com. Sep.1864	For year com. Sep.1865	For year com. Sep.1866	REMARKS.
Superintendent.....	\$2,500	\$2,500	\$2,500	\$3,000	\$3,000	*The increased work in the office required the employment of a more competent person.
Office Clerk.....	1,000	1,100	1,400	1,700	2,000	
Building and Supply Agent		1,000	1,400	1,700	2,000	
Messenger.....		\$3 pr wk	\$6 pr wk	\$6 pr wk	*\$12 per week.	
HIGH SCHOOL TEACHERS.						
Principal.....	\$1,600	\$1,600	\$1,800	\$2,000	\$2,400	*Only one female teacher employed. †Number female teachers increased to three.
Prin. Normal Department..	1,000	1,100	1,500	1,900	2,200	
Male Assistants.....	1,000	1,000	1,400	1,700	2,000	
Female Assistants.....	*500	†450	550	700	1,000	
Prin. Model School.....				800	1,100	
PRINCIPALS OF DISTRICT SCHOOLS.						
Large Schools.....	*\$1,000	\$1,100	\$1,400	†\$1,700	‡\$2,000	*During this year the Principals of Dearborn, Jones & Scammon Schools received \$1,200. †Principals salaries graded commencing at \$1,500. ‡Principals' salaries graded commencing at \$1,800. §Salary changed to \$1,700, May '66. ||Salary raised to \$700 in May.
Wells School.....	700	600	1,000	‡1,200	2,000	
S. Chicago School.....	600	500	800	1,000	1,600	
Bridgeport School.....	720	720	1,000	1,200	1,600	
Holstein School.....	360	400	500	||600	1,000	
FEMALE TEACHERS.						
Head Assistant.....	\$400	\$400	\$500	*\$700	\$1,000	*The rule gave head assistants \$100 more than other assistants. The majority, however, being old teachers received \$700.
Other Female Teachers.						
For 1st fourteen weeks.....	250	300	400	400	450	
For 1st year thereafter.....	300	325	450	450	550	
For 2nd year thereafter.....	350	350	500	500	650	
For 3rd year thereafter.....	375	375		600	700	
For subsequent years.....	400	400				

For the first two years, the maximum salary was reached at expiration of 3 years and 14 weeks.

During the 3rd year the maximum salary was reached at expiration of 1 year and 14 weeks.

During the 4th and 5th years the maximum salary is reached at expiration of 2 years and 14 weeks.

During the 2nd year teachers of the 9th and 10th grades received \$10 per annum, extra.

TOTAL MONTHLY EXPENDITURES.

School Year.....	1861-2	1862-3	1863-4	1864-5	1865-6
Beginning with.....	152 Teachers.	174 Teachers.	211 Teachers.	222 Teachers.	242 Teachers.
Ending with.....	165 Teachers.	208 Teachers.	223 Teachers.	240 Teachers.	265 Teachers.
September.....	6,298.34	6,903.20	16,466.53	11,686.20	14,708.70
October.....	6,473.97	9,043.43	11,275.85	12,177.31	15,153.93
November.....	8,192.64	7,413.44	8,994.30	12,284.88	15,617.47
December.....	6,641.53	7,579.45	9,251.62	12,318.31	15,806.94
January.....	4,973.40	7,717.03	9,006.03	12,364.88	16,054.48
February.....	6,661.22	7,751.60	9,130.39	12,427.98	16,210.53
March.....	8,413.37	7,851.67	9,003.31	15,543.80	20,136.56
April.....	3,325.93	4,248.22	6,744.86	6,284.79	12,004.02
May.....	8,471.22	10,212.18	9,017.46	12,248.98	12,169.31
June.....	6,854.81	8,381.26	9,235.63	15,802.86	{ 24,521.85
July.....	3,436.69	4,144.61	4,596.02	6,418.82	
Total.....	69,743.12	81,246.09	92,722.00	129,558.81	162,383.79

Average number of pupils to a teacher in the Grammar and Primary Departments from 1863 to 1866, inclusive.

SCHOOLS.	1863.		1864.		1865.		1866.	
	Gram.	Prim.	Gram.	Prim.	Gram.	Prim.	Gram.	Prim.
Dearborn.....	58	63	57	67	54	84	46	65
Jones.....	47	56	39	57	43	75	40	78
Scammon ...	65	65	60	70	68	70	56	65
Kinzie.....	57	64	48	61	52	76	49	78
Franklin ...	40	65	49	62	57	70	51	66
Washington	44	57	51	67	59	76	60	71
Moseley	39	53	51	56	63	74	62	79
Brown.....	56	58	55	57	61	63	66	69
Foster.....	57	66	52	72	58	82	56	70
Ogden.....	53	53	53	72	57	87	58	82
Newberry ...	40	65	50	57	42	61	43	67
Wells.....	54	74	43	65	60	98	57	92
Skinner.....	50	68	57	64	60	69	56	73
Haven.....	46	59	50	66	59	67	51	65
S. Chicago...	34	27	30	43	34	52	47	55
Bridgeport...	79	122	67	76	33	70	53	67
Holstein.....		47		38		61		81
Colored.....			12	43	14	88	{ Sch'l clos'd April, 1865.	
Total Number Belonging.	2513	7003	2653	8734	2962	10994	3192	11572
Av. No. of pupils to teacher.	50	55	51	69	58	72	54	71

{ But one teacher employed
{ until within past few months

The figures in the above table are based upon the Average Number of pupils belonging, and the number of teachers actually employed in giving instruction.

Table showing the Average Daily Attendance of pupils at each of the schools for the past five years, and the number of teachers employed at the close of each of said years.

SCHOOLS.	1861. Jan 61 to Jan '62.		1862. Jan. 62 to Jan 63		1863. Jan 63 to Jan 64.		1864 & 65. Sept 64 to July 65		1865 & 66. Sept 65 to July 66.	
	Average Daily Attendance for the year.	No. of Teachers at close of year.	Average Daily Attendance for the year.	No. of Teachers at close of year.	Average Daily Attendance for the year.	No. of Teachers at close of year.	Average Daily Attendance for the year.	No. of Teachers at close of year.	Average Daily Attendance for the year.	No. of Teachers at close of year.
High.....	265	10	286	10	278	10	281	10	313	11
Dearborn	544	10	544	11	556	11	651	12	589	13
Jones.....	831	16	744	12	529	12	636	13	709	13
Scammon,.....	456	10	518	12	641	12	734	13	705	11
Kinzie.....	489	9	584	13	710	14	770	14	776	14
Franklin.....	408	9	506	13	741	16	1062	20	1251	25
Washington.....	517	12	699	17	860	19	1074	21	1198	23
Moseley	593	12	586	12	562	12	656	13	746	13
Brown.....	404	8	423	10	551	12	626	13	800	14
Foster	811	16	902	18	1096	21	1457	27	1649	31
Ogden.....	597	12	593	12	607	12	717	12	746	13
Newberry.....	401	9	423	9	517	13	763	18	928	19
Wells	213	4	245	4	246	4	397	7	539	13
Skinner.....	1066	21	1071	21	1072	21	1231	24	1308	24
Haven .....	.....	...	625	13	601	13	768	15	822	16
South Chicago.....	.....	...	.....	...	66	2	69	2	94	3
Bridgeport.....	.....	...	.....	...	284	5	238	5	329	7
Holstein.....	.....	...	.....	...	37	1	51	1	66	2
Colored .....	.....	...	.....	...	49	2	97	*	.....	...
	7595	158	8749	187	10903	212	12278	240	13568	265

*School closed in April.

It will be noticed that this table varies from the preceding table, by giving the Actual Daily Attendance at each of the schools, whereas the figures of the preceding table are based upon the Average Number Belonging; also that the number of Teachers given is for the close of the year being the largest number at any time during the year. This table shows the rapid increase in attendance in the different sections of the city.

APPENDIX.

Upon the following pages will be found statistics of schools by Divisions and by Grades.

The boundaries of the districts are prefixed to the statistics of each school.

In the Reports of Schools by Divisions, the names of more than one teacher will be found in some instances prefixed to the number of scholars belonging to that division. The first named teacher is the teacher who had charge of the division at the time the report is made, the others have been connected with the division during the year, but have resigned or have been transferred to other divisions. The salary is in all cases the salary paid at the date of the report.

The number of promotions from grade to grade is hardly a safe criterion by which to judge of the relative merits of the several schools, as the custom of making promotions has varied somewhat in different schools. During the present year (1866-67), a plan will be adopted which will bring all the schools to one method of estimating promotions, so that hereafter this item may be of greater value than at present.

Promotions should be reckoned as made when the course of the grade is completed, even though the examination may be delayed for a week or two, or over a vacation.

DEARBORN SCHOOL.

BOUNDARIES.—All that portion of South Division north of Jackson Street.

REPORT of Dearborn School for School year ending Aug. 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the Close of the Year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	George D. Broomell, Principal,.....	\$1,700				
	Alice J. Jennings, Head Assistant,.....	700	1st and 2d	37.2	35.5	95.5
2	Alice L. Barnard,.....	600	2d and 3d	46.1	43.7	94.8
3	Mary E. Waterman and Celia M. Cleaves,.....	600	4th	53.1	49.4	93.0
4	Annah B. Jennings,.....	500	4th and 5th	59.2	54.	91.2
5	Annie A. Light,.....	600	5th and 6th	62.5	57.8	92.5
6	Maggie E. James,.....	625	6th and 7th	65.	60.6	93.2
7	Lettie Loomis,.....	450	7th and 8th	62.	56.8	91.6
	Catherine C. Fox,.....	625				
8	Marie L. Nellegar,.....	450	8th	65.3	60.7	93.0
9	Achsa C. Mott,.....	600	9th	72.4	66.1	91.2
10	Mary A. Lacey,.....	450	9th	75.1	66.7	88.8
11	Carrie H. Barrows,.....	600	10th	67.5	60.4	89.4

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belong'g during the year.	No. Pupils Promoted to next higher Grade.
First Grade,.....	1	23	17.5	12
Second Grade,.....	2	71	31.3	21
Third Grade,.....	1	69	28.9	19
Fourth Grade,.....	2	204	83.6	51
Fifth Grade,.....	2	162	58.4	63
Sixth Grade,.....	2	140	49.5	43
Seventh Grade,.....	2	206	57.1	57
Eighth Grade,.....	2	274	103.2	112
Ninth Grade,.....	2	309	91.2	77
Tenth Grade,.....	1	386	124,	139

JONES SCHOOL.

BOUNDARIES.—All that portion of the South Division lying between Jackson street on the north, and Polk street and Peck Court on the south.

REPORT of Jones School for School year ending August 31, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the Close of the year	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Moses Ingalls, Principal.....	\$1,500				
	Electa E. Dewey, Head Assistant.....	700	1st	44.4	42.8	96.4
2	Lucy C. Truesdale and Ellen C. Mendsen.....	600	2nd and 3rd	39.2	37.4	95.4
3	Mary E. Wright.....	500	3rd and 4th	43.1	40.8	94.9
4	Mary E. Reed.....	625	5th	51.3	47.6	92.8
5	Emily C. Stevens.....	600	5th	57.7	55.7	96.5
6	Eliza L. Goss.....	625	6th and 7th	60.9	57.6	94.6
7	Isabella Morris.....	600	6th and 7th	59.5	55.8	93.8
8	Mary E. Barney and Maggie Prendergast.....	500	7th and 8th	67.5	63.1	93.3
9	Fannie Nicol.....	625	8th	45.9	43.5	94.8
10	Emma Couch and Martha P. Fenimore.....	500	8th and 9th	83.8	77.8	92.8
11	Julia Banyon.....	600	8th, 9th & 10th	114.5	107.8	94.1
12	Anna H. Maddy.....	450	10th	83.7	79.0	94.4

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. of Pupils Belong'g during the year.	No. Pupils promoted to next higher Grade.
First Grade.....	2	41	27.2	13
Second Grade.....	1	76	28.2	41
Third Grade.....	1	99	37.5	22
Fourth Grade.....	1	93	50.8	50
Fifth Grade.....	2	174	78.9	21
Sixth Grade.....	2	174	68.9	80
Seventh Grade.....	2	141	95.8	38
Eighth Grade.....	4	338	161.5	34
Ninth Grade.....	3	371	130.5	97
Tenth Grade.....	2	444	138.7	166

SCAMMON SCHOOL.

BOUNDARIES.—That portion of the West Division commencing on Fulton street at the river, thence following Fulton street to Green, Green street to Adams, Adams street to the river, and bounded on the East by the river.

Report of Scammon School for School Year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	A. H. Vauzswoll, Principal.....	\$1700				
	Ann E. Winchell, Head Assistant.....	700				
2	Sarah J. Revell.....	600	1st	55.5	55.	99.1
3	Sophia A. Burton and Sarah J. Kirby.....	600	2d	50.2	48.6	96.9
4	Frank E. Sutherland and Sophia A. Burton.....	500	3d	56.9	56.2	98.9
5	Almira S. Jennings.....	600	4th	64.6	62.7	96.9
*6	N. Ella Flagg and Sophronia L. Patch.....	800	5th	69.4	67.7	97.5
*7	N. E. Flagg, Carrie Hatch and J. A. Gaffney...		6th	66.4	62.6	94.3
8	Carrie E. Bradley.....	625	7th	59.7	56.1	94.
9	J. Anna Gaffney and Lois E. Clayberg.....	625	8th	63.3	59.8	94.5
10	Hattie A. S. Miller.....	600	8th and 9th	59.9	56.4	94.
11	S. L. Patch, L. E. Clayberg and C. Hatch.....	500	9th	62.3	58.8	94.3
12	Emma H. Smith.....	500	10th	61.3	57.2	93.3
			10th	68.7	63.6	92.5

*School of Practice connected with the Normal School.

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. of Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade.....	2	73	43	30
Second Grade.....	1	138	42	69
Third Grade.....	1	177	62	65
Fourth Grade.....	1	189	68	76
Fifth Grade.....	1	206	69	96
Sixth Grade.....	1	236	76	140
Seventh Grade.....	1	228	54	130
Eighth Grade.....	2	266	86	102
Ninth Grade.....	2	277	139	107
Tenth Grade.....	2	357	103	87

KINZIE SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the West by the river, on the South by the river to Dearborn Street, thence following Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Chicago Avenue, and Chicago Avenue to the river.

REPORT of Kinzie School for School year ending Aug. 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Ira S. Baker, Principal,.....	\$1700				
	Lizzie Williams, Head Assistant, and Ellen A. Mahoney.....	700	1st and 2d	26.7	25.5	95.5
2	Emma C. Griffing,.....	450	3d	46.6	43.6	93.6
3	Hattie G. Lovering,.....	600	4th	48.4	45.8	94.6
4	Mary F. Luccock and Lizzie Williams,.....	450	4th and 5th	57.4	52.7	92.6
5	Lottie E. Byington and Mary F. Luccock,.....	450	5th and 6th	64.7	59.1	91.9
6	Ellen J. Kennedy and Libbie G. Farrell,.....	600	7th	62.8	57.7	91.6
7	Hattie A. Stndley,.....	500	7th	67.5	63.1	93.4
8	Maggie Prendergast and Mary E. Barney,.....	500	8th	65.6	59.3	90.9
9	Libbie G. Farrell and Ellen J. Kennedy,.....	600	8th	66.9	57.8	86.3
10	Ada F. Gifford,.....	625	8th and 9th	78.3	72.0	92.0
11	Lydia M. Phelps,.....	500	9th and 10th	89.6	80.8	90.1
12	Carrie C. Dickinson,.....	600	9th and 10th	91.2	82.4	90.3
13	Gertrude G. Doggett,.....	625	8th and 9th	76.5	70.3	92.0

REPORT BY GRADES.	No. Teach'rs at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade,.....	2	21	13.2	2
Second Grade,.....	2	16	13.5	5
Third Grade,.....	1	31	32.2	6
Fourth Grade,.....	2	80	64.7	62
Fifth Grade,.....	2	140	55.7	50
Sixth Grade,.....	1	191	59.4	75
Seventh Grade,.....	2	348	128.1	114
Eighth Grade,.....	4	442	150.3	51
Ninth Grade,.....	4	389	139.1	142
Tenth Grade,.....	2	622	166.7	224

FRANKLIN SCHOOL.

BOUNDARIES--That portion of the North Division bounded on the west by the river from Haines street to Chicago avenue, thence following Chicago Avenue to Wells street, Wells street to Oak, Oak street to Clark, Clark street to Elm, Elm street to the Lake, following the Lake to Schiller street, Schiller street to Larrabee, Larrabee street to Division, Division street to Haines, and Haines street to the river.

REPORT of Franklin School for School Year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Albert G. Lane, Principal.....	\$1,700				
	Maggie Dougall, Head Assistant.....	700	1st and 2nd	46.9	45.	96.0
	Flora R. Parish, Extra Teacher.....	600				
2	Amelia G. Fiske.....	600	2nd and 3rd	57.6	54.9	95.3
3	Sarah F. Kelly.....	450	3rd	58.7	57.6	98.1
4	Emma Dickerman.....	600	4th	55.6	53.3	95.8
5	Lizzie Goodwin and Averick T. Shockley	450	4th and 5th	59.0	56.5	95.8
6	Averick T. Shockley and Mary E. Brown.....	600	5th	62.4	59.8	95.9
7	Sarah E. Drake.....	525	6th	60.7	57.5	95.
8	Emma J. Thompson and V. T. Dupuy.....	450	6th	68.4	65.1	95.1
	Naomi Dougall,.....	625				
9	Virginia T. Dupuy and M. T. Schaefer....	600	7th	77.3	73.4	95.0
10	Mary T. Schaefer and N. Dougall.....	500	7th	79.2	75.7	95.6
11	Mary E. Jennings, C. Hatch and E. J. Thompson.....	600	8th	71.8	68.	94.6
12	Lizzie C. Rust.....	625	8th and 9th	53.5	50.9	95.2
13	Martha M. Williams and L. Goodwin.....	500	9th	67.6	64.5	95.4
14	Kate Clingman	625	9th	59.1	56.4	95.6
15	Lucy S. Patrick.....	450	9th and 10th	73.2	68.4	92.0
16	Mary J. Synon.....	625	8th and 9th	63.1	61.7	97.8
17	Kate E. Blanchard and M. O'Neil.....	450	9th	65.6	63.3	96.5
18	Laura A. Merritt, L. Goodwin and M. M. Williams.....	625	9th and 10th	67.1	64.0	94.9
19	Hattie F. Spooner.....	470	10th	56.1	52.7	93.9
20	Maggie J. Ghent.....	525	8th and 9th	40.8	40.2	98.5
21	Sarah A. Bradley.....	450	9th and 10th	50.0	48.5	97.0
*22	Virginia T. Dunning.....	400	10th	13.2	12.5	94.7

*Division opened in May.

REPORT BY GRADES.	No. Teachers at close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher grade.
First Grade.....	1	24	10.6	12
Second Grade.....	2	98	36.4	24
Third Grade.....	2	170	68.2	54
Fourth Grade.....	2	151	88.5	76
Fifth Grade.....	2	208	85.3	97
Sixth Grade.....	2	274	106.9	96
Seventh Grade.....	2	343	138.1	149
Eighth Grade.....	4	354	134.7	180
Ninth Grade.....	9	744	325.2	167
Tenth Grade.....	5	725	312.8	284

WASHINGTON SCHOOL.

BOUNDARIES.—That portion of the West Division beginning on Fulton street at the river, thence following Fulton street to Ann, Ann street to Kinzie, Kinzie street to Noble, Noble street to Chicago Avenue, Chicago Avenue to Milwaukee Avenue, Milwaukee Avenue to Elston street, Elston street to the river, and the river to the place of beginning.

Report of Washington School for School year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Benjamin R. Cutter, Principal.....	\$1700				
	C. S. Aspinwall, Head Ass't, and H. A. Butler..	700	1st and 2d	46.7	44.3	94.9
	Jennie Culver, Extra Teacher.....	600				
2	Sarah E. Osgood.....	500	3d	62.8	58.9	93.7
3	Hattie N. Winchell.....	500	3d and 4th	66.1	61.7	93.4
4	Helen D. Kendall.....	600	4th	61.9	57.1	92.5
5	Ellen M. Adams and Sophia L. Dean.....	600	4th	60.5	56.0	92.4
6	Eliza A. Prentice and Mary E. Buel.....	600	5th	60.0	55.0	91.8
7	Lucy A. Kendall and Eliza A. Prentice.....	600	5th	61.6	55.8	89.7
8	H. M. Stowell, A. C. Thayer & L. A. Kendall...	400	5th and 6th	65.9	60.6	91.9
9	Julia A. Nelson and Ada C. Thayer.....	600	6th	66.0	60.7	92.0
10	Sophia L. Dean and Ellen M. Adams.....	625	7th and 8th	60.6	55.2	91.3
11	Laura J. Boring and Ellen M. Adams.....	450	7th	61.6	56.2	92.3
12	Laura H. Stowe and Samantha E. Sheppard...	450	8th and 9th	78.9	70.3	89.7
13	Maria K. Jennings and Laura H. Stowe.....	625	6th and 7th	51.9	48.1	91.4
14	Emma Lloyd and Ellen R. Melendy.....	400	8th and 9th	53.7	49.2	92.0
15	Mary E. Buel and Ellen R. Melendy.....	450	7th	58.4	53.3	91.0
16	Samantha E. Sheppard and J. De C. Fletcher.	500	8th	58.0	53.5	92.3
17	J. De C. Fletcher and Annie M. Rickerson.....	625	8th and 9th	75.3	67.4	89.5
18	Annie M. Rickerson and Helen A. Barker.....	600	9th and 10th	90.3	87.3	89.8
19	Helen A. Barker and Henrietta Nelson.....	475	8th and 9th	76.4	68.8	88.8
20	Henrietta Nelson.....	450	9th and 10th	101.1	88.2	87.3

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. of Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade.....	1	34	17.3	6
Second Grade.....	1	79	33.4	34
Third Grade.....	2	89	74.5	52
Fourth Grade.....	3	373	232.8	118
Fifth Grade.....	3	357	211.1	108
Sixth Grade.....	3	331	195.0	141
Seventh Grade.....	3	455	312.1	209
Eighth Grade.....	6	482	320.3	243
Ninth Grade.....	7	555	413.0	199
Tenth Grade.....	2	602	249.9	276

MOSELEY SCHOOL.

BOUNDARIES.—That portion of the South Division situated between Eighteenth street and Ridgley Place, and east of Dyer avenue.

REPORT of Moseley School for School year ending Aug. 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Jeremiah Slocum, Principal,.....	\$1700				
	Harriet Barnes, Head Assistant,.....	700	1st	58.	55.6	95.9
2	Hattie A. Briggs and Mary Noble,	600	2d and 3d	59.8	57.4	95.9
3	Sarah J. Kirby and Hattie A. Briggs,.....	500	3d and 4th	67.0	63.7	94.8
4	Rachel A. Coale,.....	600	5th	66.2	61.7	92.5
5	Lucia A. Briggs and Frank E. Sutherland,.....	500	5th	63.5	62.3	93.9
6	Addie M. Moore,.....	600	5th and 6th	65.7	60.2	91.5
7	Augusta B. Clarke,.....	450	6th	65.2	59.2	93.5
8	Julia C. Goold and Lizzie VanPatten,.....	600	7th	72.5	68.2	94.0
9	Martha P. Fenimore and Emma Couch,.....	600	7th and 8th	67.8	63.7	94.0
10	Mary E. Clark,.....	600	8th and 9th	87.5	83.1	95.0
11	Ellen J. Noble,.....	450	9th and 10th	112.1	99.5	89.0
10&11	Mary Hart,.....	400				

REPORT BY GRADES.	No. Teach'rs at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade,.....	2	78	28.	12
Second Grade,.....	1	136	52.8	60
Third Grade,.....	2	200	64.1	43
Fourth Grade,.....	1	222	56.0	49
Fifth Grade,.....	3	286	86.9	36
Sixth Grade,.....	2	278	119.5	119
Seventh Grade,.....	2	297	108.8	91
Eighth Grade,.....	2	418	82.4	142
Ninth Grade,.....	2	459	126.5	157
Tenth Grade,.....	1	319	72.3	85

BROWN SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the West by the City Limits from Taylor street to Kinzie, thence following Kinzie street to Ann, Ann street to Fulton, Fulton Street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Loomis, Loomis street to Taylor, Taylor street to the City Limits.

REPORT of Brown School for School year ending Aug. 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Samuel H. White, Principal,.....	\$1700				
	Mary J. Creswell, Head Assistant,.....	700	1st	62.	59.	95.2
	and N. Ella Flagg,.....					
2	Mary J. Coin, Clara H. Perkins and Mary J. Creswell,.....	600	1st, 2d and 3d	64.5	60.9	94.4
3	Carrie B. Skeer and Clara H. Perkins,.....	500	3d and 4th	68.4	63.3	92.5
4	Mary French and Mary J. Coin,.....	400	3d and 4th	65.2	62.7	96.4
5	Helen C. Litchfield,.....	600	4th and 5th	64.4	59.9	93.0
6	Leonice B. Woodford,.....	600	5th and 6th	68.3	62.9	92.1
7	Mary D. Green,.....	600	5th and 6th	67.7	63.3	93.5
8	Lizzie Skelton,.....	600	7th	69.0	64.2	93.1
9	Lydia C. Avery,.....	600	7th	69.7	64.4	92.2
*10	Lydia C. Avery,.....	600	7th	4.5	4.2	93.3
11	Laura E. Caster,.....	600	8th	65.8	60.2	91.5
12	Nancy A. Helm,.....	500	8th and 9th	64.9	58.6	91.9
13	Myra S. Felker,.....	600	9th and 10th	57.7	49.2	84.2
14	Georgianna Moody,.....	500	10th	72.5	65.5	90.7

*In existence one month.

REPORT BY GRADES.	No. Teach'rs at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade,.....	2	41.	38.6	31
Second Grade,.....	1	52.	48.7	71
Third Grade,.....	3	76.	75.9	42
Fourth Grade,.....	3	115.	103.5	57
Fifth Grade,.....	3	59.	51.3	52
Sixth Grade,.....	2	108.	89.7	105
Seventh Grade,.....	2	135.	129.7	72
Eighth Grade,.....	2	153.	139.7	276
Ninth Grade,.....	2	101.	83.2	84
Tenth Grade,.....	2	120.	102.8	71

FOSTER SCHOOL.

BOUNDARY.—That portion of the West Division bounded on the East and South by the river, on the West by the City Limits from the river to Taylor street, thence following Taylor street to Blue Island avenue, Blue Island Avenue to Polk street and Polk street to the river.

REPORT of Foster School for School year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	George W. Spofford, Principal.....	\$1700				
	M. Louise Wilson, Head Assistant.....	700	1st and 2nd	44.7	42.6	95.3
	Mattie A. Merriman, Extra Teacher.....	600				
12	Bel N. Jones.....	600	2nd and 3rd	52.5	50.0	95.2
3	Fannie C. Bass.....	600	3rd	47.8	45.5	95.3
4	Annie M. Snoad and Ann E. Alden.....	450	3rd and 4th	54.6	50.8	93.2
5	Ellen C. Mendsen and Anna M. Amesbury.....	600	4th	55.4	51.3	92.6
6	Annie E. McLaren.....	600	4th	55.8	51.4	92.1
7	Katie E. Snoad.....	500	4th	59.1	56.0	94.8
8	Lottie A. Foley.....	500	5th	61.8	58.3	94.4
9	Anna M. Amesbury and Emily C. Currier.....	500	5th	62.1	57.3	92.1
10	Ann E. Alden and Melissa B. Rounds.....	600	6th	64.5	60.4	90.6
11	Jane Ferrier and Helen M. Woodbury.....	400	8th	70.2	65.8	93.7
12	Lizzie W. Pickering.....	600	6th	61.2	56.2	91.9
13	Catherine Fomhof.....	600	6th	63.7	59.8	93.9
14	Allie A. Loveless and M. Grace Godwin.....	600	7th	64.0	60.0	93.7
15	Emily C. Currier and Arvilla C. DeLuce.....	500	7th	68.0	63.4	93.3
16	Josephine E. Miller.....	500	7th and 8th	74.7	68.6	91.9
	Tammie E. Flowers.....	625				
17	Jennie A. Fennimore.....	500	7th and 8th	77.8	71.3	91.6
18	Isabella J. Willard.....	500	8th	76.2	70.7	92.8
19	Isabella Patterson and Jennie I. Merriam.....	450	9th	82.6	73.7	89.2
20	Arvilla C. DeLuce, Laura A. Merritt, and H.A. A. McDonnell.....	625	8th and 9th	72.1	67.4	93.7
21	M. Grace Godwin, Frances, J. Owens, Mary D. Stevens and A. A. Loveless.....	600	9th and 10th	72.8	67.8	93.1
	Frances J. Owens.....	625				
22	Rose A. McCarthy, Jennie E. Shelby and Frances J. Owens.....	450	9th	58.6	55.8	95.1
23	H. A. A. McDonnell, Laura A. Merritt and Rose A. McCarthy.....	450	9th	83.1	78.2	94.1
24	Addie Butterfield, Mary D. Stevens and H. A. A. McDonnell.....	400	10th	88.2	82.9	93.8
25	Jennie E. Shelby.....	500	9th	62.6	56.7	90.5
26	Jennie I. Merriam.....	500	10th	76.4	68.0	89.1
27	Frances G. Matthews.....	600	10th	66.1	59.1	89.4

REPORT BY GRADES.	No. Teachers at close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher grade.
First Grade.....	1	44	21.6	13
Second Grade.....	2	85	28.2	35
Third Grade.....	3	208	86.7	25
Fourth Grade.....	4	613	210.9	114
Fifth Grade.....	2	588	138.1	184
Sixth Grade.....	3	391	132.1	60
Seventh Grade.....	4	603	205.6	174
Eighth Grade.....	5	792	239.8	223
Ninth Grade.....	6	1609	444.5	265
Tenth Grade.....	4	1448	269.3	455

OGDEN SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the East by the Lake, on the South by the River from the Lake to Dearborn street, thence following Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Oak, Oak street to Clark, Clark street to Elm, and Elm street to the Lake.

REPORT of Ogden School for School year ending Aug. 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	F. S. Heywood, Principal,	\$1700				
	Rebecca E. Jones, Head Assistant,	700	1st and 2d	51.0	48.3	94.7
2	Lizzie A. Foltz,	500	2d and 3d	57.0	54.9	96.4
3	Sarah J. Binney and Carrie B. Skeer,	450	4th	59.1	55.0	91.7
4	Jane Dougall and E. J. Ayer,	450	4th and 5th	64.9	60.3	92.9
5	Belle McLaren and Jane Dougall,	400	5th	62.6	58.5	93.5
6	Anna M. Duffy,	600	6th	63.8	60.4	94.7
7	Gertrude Brayton and Frances M. Smith,	500	6th and 7th	69.1	64.3	93.1
8	Sarah E. Austin,	600	7th and 8th	76.0	70.8	93.1
9	Clara A. Haley,	450	7th and 8th	76.3	70.5	92.4
10	Annie E. Young,	450	9th and 10th	110.0	101.8	92.5
11	Mary P. Sinclair,	450	9th and 10th	102.4	94.0	91.7
*12	Alice J. Taylor,	500	9th and 10th	7.8	7.4	94.8

*Organized in May.

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils Promoted to next higher Grade.
First Grade,	2	42	17.2	18
Second Grade,	3	93	27.6	39
Third Grade,	1	92	55.0	57
Fourth Grade,	2	198	77.4	27
Fifth Grade,	2	168	74.3	86
Sixth Grade,	2	246	89.3	37
Seventh Grade,	3	200	76.9	88
Eighth Grade,	2	208	87.8	85
Ninth Grade,	3	374	127.8	131
Tenth Grade,	3	248	157.4	90

NEWBERRY SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the East by the Lake from Schiller street to the City Limits, on the North by the City Limits, on the West by the River from the City Limits to Haines street, thence following Haines street to Division, Division street to Larrabee, Larrabee street to Schiller, and Schiller street to the Lake.

REPORT of Newberry School for School year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Albert R. Sabin, Principal.....	\$1,700				
	Emma Hooke, Head Assistant.....	700	1st and 2d	34.7	33.6	97.4
2	Maria H. Haven	450	2d and 3d	33.3	31.6	95.2
3	Clara M. Todd.....	600	3d	53.0	50.2	94.7
4	Emilie Cooke.....	500	4th	52.6	49.7	94.5
5	F. Emma Coss.....	500	4th and 5th	53.8	51.5	95.4
6	Ellen V. Lamb.....	600	6th	58.5	55.0	95.0
7	Hannah P. Gay.....	450	6th	62.9	58.4	94.1
8	Patty A. Hack.....	450	7th	64.2	60.7	94.6
9	Mary L. Dodge and Louisa J. Spalding.....	500	7th and 8th	61.6	58.6	94.4
10	Mary McNeil.....	600	8th	61.8	57.2	92.5
11	Carrie E. Young.....	600	8th	59.0	55.7	94.2
12	Maggie O'Reilly.....	500	9th	59.4	55.8	93.8
13	Mary T. Hammond and Lizzie J. Perkins.....	400	9th	64.3	62.0	93.3
14	Anna E. Chapman.....	600	10th	69.4	63.9	92.1
15	Emma K. H. Wright.....	500	10th	68.7	63.0	91.4
16	Lizzie J. Nichols.....	450	9th	59.8	56.6	94.5
17	Mary V. Smith.....	450	10th	24.3	22.5	92.9
18	Mary A. C. Smith and Mary L. Dodge.....	450	6, 8, 9 and 10	45.5	42.3	92.9

REPORT BY GRADES.	No. Teacher at close of the year.	Whole No. pupils Enrolled during the year.	Av. No. pupils Belonging during the year.	No. pupils promoted to next higher grade.
First Grade.....	2	14	11.	10
Second Grade.....	3	63	27.	11
Third Grade.....	2	83	38.5	23
Fourth Grade.....	2	125	53.	67
Fifth Grade.....	1	157	55.3	74
Sixth Grade.....	2	125	92.4	164
Seventh Grade.....	2	241	116.4	144
Eighth Grade.....	4	344	176.4	159
Ninth Grade.....	4	520	213.	282
Tenth Grade.....	4	578	204.	236

WELLS SCHOOL.

BOUNDARIES.—The portion of the West Division bounded on the East by the River from Elston street to North Avenue, thence following North Avenue to the City Limits, on the West by the City Limits from North Avenue to Kinzie street, thence following Kinzie street to Noble, Noble street to Chicago Avenue, Chicago Avenue to Milwaukee Avenue, Milwaukee Avenue to Elston street, and Elston street to the River.

REPORT of Wells School for School Year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent of t to
1	Jeremiah Mahoney, Principal.....	\$17.00				
	Clara H. Perkins, Head Assistant.....	7.00	1st 2d and 3d	55.2	51.0	92.4
2	Mary A. Evans and Annie E. McWade.....	6.00	4th and 5th	66.5	61.7	92.7
3	Olive Backus.....	6.00	5th	65.8	61.9	94.0
4	Emily L. Bailey, Mary A. Talcott, Jennie Kendall and Frederica E. Thomas.....	4.00	6th	82.7	74.9	90.5
5	Frederica E. Thomas and Mary A. Evans.....	4.50	6th and 7th	89.7	81.3	90.6
6	Jennie Kendall and Helen Waite.....	5.00	7th and 8th	69.4	64.5	92.9
*7	H. Waite, Jennie Kendall and Lizzie D. White	5.00	8th	84.5	71.8	84.9
*8	Mary J. Abbe.....	4.00	8th and 9th	64.6	59.4	91.9
*9	C. Addie Brown.....	4.00	9th and 10th	91.0	80.7	88.6
*10	Julia A. Leavitt.....	4.00	9th and 10th	85.5	77.4	90.5
*11	Sylvia E. Brown.....	4.25	9th	44.9	41.5	96.8
*12	Mary G. Sinclair.....	6.00	10th	62.7	57.6	91.5

*Organized in May.

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. of Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade.....	1	4	3.7	3
Second Grade.....	1	49	15.8	4
Third Grade.....	1	46	16.0	36
Fourth Grade.....	1	91	27.0	33
Fifth Grade.....	2	136	57.3	24
Sixth Grade.....	2	124	51.2	28
Seventh Grade.....	2	218	77.8	95
Eighth Grade.....	3	276	109.3	127
Ninth Grade.....	4	232	102.3	92
Tenth Grade.....	3	448	127.4	108

SKINNER SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the east by the river from Polk street to Adams, thence following Adams street to Green, Green street to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Loomis, Loomis street to Taylor, Taylor street to Blue Island Avenue, Blue Island avenue, to Polk street, and Polk street to the river.

REPORT of Skinner School for School Year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	A. N. Merriman, Principal.....	\$1700				
	Helen A. Butler, Head Assistant, and Caroline S. Aspinwall.....	700	1st and 2nd	55.6	53.2	95.7
	Mary A. Merriman, Extra Teacher.....	500				
2	Lizzie Smith.....	500	2nd and 3rd	52.7	49.2	93.4
3	Ellen T. Lander.....	500	3rd	57.3	52.1	90.9
4	Lucia E. F. Kimball and L. Georgiana Loomis.....	500	3rd	59.4	55.3	93.1
5	Henrietta G. Hubbard and E. A. Noyes.....	450	4th	55.6	52.1	93.6
6	Sarah J. Ellithorpe and Mary T. Davis.....	600	4th	57.6	56.1	97.4
7	Martha Throop.....	600	4th and 5th	63.3	58.2	92.1
8	Lucy E. Ransom.....	600	5th	60.8	55.6	91.5
9	M. A. Van Vranken, Laura A. Leonard, and Mary T. Davis.....	450	5th	63.1	57.7	91.5
10	Louise M. Dunning.....	600	6th	61.5	57.3	93.2
11	Lizzie M. Kennedy.....	600	5th and 6th	57.3	52.6	91.7
12	Emily L. Trimmingham.....	500	6th	66.7	61.1	91.7
13	Mary E. Brown, L. Georgiana Loomis and Phebe J. Bailey.....	500	6th	66.5	60.6	91.2
14	Clara L. Lane.....	600	7th	67.3	61.9	91.9
15	Ida R. Deway.....	600	7th	65.3	59.6	91.2
16	Charlotte A. Lamb.....	600	7th and 8th	67.7	63.0	93.0
17	Camilla Leach and Mary G. Sinclair.....	400	8th	68.5	62.1	90.6
18	Annie K. Moulton.....	600	8th and 9th	66.2	60.3	91.1
19	Sarah O. Flagg.....	600	8th and 9th	66.9	61.7	92.3
20	Lizzie D. White, Laura A. Leonard & Mary T. Davis.....	500	9th	76.4	69.4	90.2
21	Frances L. Yates.....	600	9th and 10th	77.7	60.4	89.4
22	Phebe J. Bailey and Lucia E. F. Kimball.....	600	10th	84.5	74.5	88.2

REPORT BY GRADES.	No. Teachers at close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade.....	3	50	22.3	28
Second Grade.....	3	170	75.3	45
Third Grade.....	3	266	128.6	52
Fourth Grade.....	3	346	167.6	88
Fifth Grade.....	3	434	150.4	88
Sixth Grade.....	4	613	131.3	233
Seventh Grade.....	3	589	170.2	126
Eighth Grade.....	4	638	190.3	290
Ninth Grade.....	4	635	203.5	201
Tenth Grade.....	2	489	173.2	253

HAVEN SCHOOL.

BOUNDARIES.—All that portion of the South Division situated between Peck Court and Polk street on the North, and Eighteenth street on the South.

REPORT of Haven School for School year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	James J. Noble, Principal.....	\$1,700				
	Matilda F. Noble, Head Assistant.....	700	1st and 2d	54.7	50.6	92.0
2	Harriet M. Paine.....	600	3d and 4th	48.8	45.3	93.0
3	Lucy Denison.....	600	4th and 5th	56.3	51.7	93.0
4	Mary Noble and Annie Kavanagh.....	600	5th	35.3	31.8	90.0
5	Sophronia A. Barker.....	600	5th and 6th	66.3	61.2	92.0
6	Ella A. Kimball.....	600	6th	65.6	60.1	91.0
7	Lavinia C. Perkins.....	600	7th	66.2	58.9	89.0
8	Lucy A. Williams.....	600	7th and 8th	62.3	56.9	91.0
9	Sylvia E. Walker.....	600	8th	65.1	59.1	90.0
10	M. Edna Comstock.....	600	8th	64.2	58.9	91.0
11	Jennie Hart.....	600	9th	61.1	55.3	90.0
12	Marian Mackway.....	600	9th and 10th	63.6	57.1	89.0
13	Sarah A. Brooks.....	500	9th and 10th	61.2	55.5	90.0
14	Anne C. Rich.....	600	10th	66.1	58.9	89.0
15	Ettie J. Reed and Eliza Lundegreen.....	400	10th	67.3	60.7	90.0

REPORT BY GRADES.	No. Teachers at close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. Pupils Belonging during the year.	No. Pupils promoted to next higher grade.
First Grade.....	2	36	22.9	9
Second Grade.....	2	51	31.8	20
Third Grade.....	1	86	45.2	20
Fourth Grade.....	2	97	54.9	40
Fifth Grade.....	3	105	73.9	25
Sixth Grade.....	2	131	105.9	93
Seventh Grade.....	2	174	104.1	153
Eighth Grade.....	3	214	126.6	79
Ninth Grade.....	3	365	202.8	193
Tenth Grade.....	2	420	135.8	115

BRIDGEPORT SCHOOL.

BOUDARIES.—Bounded on the North by the River from the City Limits to Dyer Avenue, then following Dyer Avenue South to the City Limits, and on the South and West by the City Limits.

REPORT of Bridgeport School for School year ending Aug. 31st 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Charles F. Babcock, Principal,	\$1200	1st, 2d, 3d & 4th	38.5	35.5	92.2
2	C. A. Dickerman and Annie Kavanagh,	400	5th and 6th	64.4	57.8	89.6
3	Bridget A. Kelly,	600	6th, 7th & 8th	61.9	55.5	89.6
4	C. H. Johnson, Frederica W. Ginther and F. G. Matthews,	400	8th	63.7	55.8	87.6
5	Hannah M. Mortensen,	475	8th and 9th	64.2	56.2	87.5
6	Frederica W. Ginther & Caroline A. Dickerman	400	9th and 10th	72.6	64.4	87.3
*7	Eleanor Kavanagh,	600	10th	65.0	55.2	85.1

*Organized May 14, 1866.

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. of Pupils Belonging during the year.	No. Pupils Promoted to next higher Grade.
First Grade,	1	13	6.1	3
Second Grade,	1	25	9.0	9
Third Grade,	1	28	9.5	14
Fourth Grade,	1	35	17.4	14
Fifth Grade,	1	44	15.5	23
Sixth Grade,	2	87	54.6	24
Seventh Grade,	1	71	35.9	37
Eighth Grade,	3	122	67.4	65
Ninth Grade,	2	197	68.0	113
Tenth Grade,	2	294	86.7	77

SOUTH CHICAGO SCHOOL.

BOUNDARIES.—All that portion of the South Division lying South of Ridgely place, and East of Dyer avenue.

REPORT of South Chicago School ending August 31st 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of the year.	Grade of Pupils at the close of the year.	Av. No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Rodney Welch, Principal.....	\$1000	1, 2, 3, 4, 5	41	39	95.0
2	Sarah E. Sanger.....		6, 7, 8, 9, 10	52	47	90.0
3	Addie P. Wells.....	450	6, 7, 8, 9, 10	39	37	94.0

* Organized in May.

REPORT BY GRADES.	No. Teachers at the close of the year.	Whole No. Pupils Enrolled during the year.	Av. No. of Pupils belonging during the year.	No. Pupils promoted to next higher Grade.
First Grade.....	1	2	0	0
Second Grade.....	1	6	5	2
Third Grade.....	1	10	6	1
Fourth Grade.....	1	12	7	2
Fifth Grade.....	1	23	18	3
Sixth Grade.....	2	20	14	5
Seventh Grade.....	2	23	12	15
Eighth Grade.....	2	21	15	12
Ninth Grade.....	{ 2	46	30	25
Tenth Grade.....				

HOLSTEIN SCHOOL.

BOUNDARIES.—All that portion of the West Division lying North of North Avenue, and West of the River.

REPORT of Holstein School for School Year ending August 31st, 1866.

No. of Division.	NAME OF TEACHER.	Salary at close of year.	Average No. Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Sarah E. Lyon, Principal.....	\$700	35.2	28.3	85.4
	Abbie E. Tobey	450	47.8	40.2	85.7

School not fully Graded.

GENERAL SUMMARY OF ATTENDANCE.

TABLE No. 1, exhibits the attendance of pupils in each of the schools for the year ending July 3, 1866.

TABLE No. 2, exhibits the attendance by grades. Each of the District Schools is divided into ten grades, numbered respectively, 1st, 2d, &c., grades. The grades from 1 to 4 inclusive, are denominated the *Grammar Department*, and the grades from 5 to 10, inclusive, are denominated the *Primary Department*. Each department is divided into divisions, which correspond as nearly as possible with the grades, but in many divisions pupils of more than one grade are found. The divisions of each school are made to correspond with the number of teachers employed, while the grades are arranged with reference to the Course of Instruction. The statistics of this table are nearly correct, except in a few instances that cannot be changed.

TABLE No. 3, exhibits the nativity of pupils.

TABLE NO. 1.

SCHOOLS.	No of different Scholars Enrolled after deducting those rec'd from other Public Schools of the City	Number of Pupils born in the United States.	Number Pupils of Foreign Birth.	Average Number Belonging for the year.	Average Daily Attendance for the year.	Per Cent. of Attendance on the Average Number Belonging.	Y. M. First Class of the First Grade, the last month of the year.	Y. M. Age of Pupils belonging to the lowest class of the tenth Grade, the last month of the year.	Number of Pupils who have not lost their Membership during the entire year.	Number of Pupils who have been members of the School more than sixteen consecutive weeks.	Number of Pupils who have been members of the School more than nine consecutive weeks.	Number of Pupils who have been four consecutive weeks.	Number of Pupils who have not been Absent a single half day during the year.	Number of Pupils who have been neither Absent nor Tardy a single half day during the year.	Number of Pupils who have not been Tardy during the year.	Whole No. of Re-Admissions.	Number of Suspensions for Irregularity of Attendance.	No. Suspensions for Misconduct.
Hugh.....	390	347	43	325	313	96.2	.....	.....	189	288	16	10	41	30	153	123	2	0
Dearborn.....	1258	1101	157	639	589	92.2	15-0	6-6	107	582	256	187	6	3	30	642	431	4
Jones.....	1426	1251	175	752	709	94.3	14-11	7-6	184	546	273	91	8	4	35	542	153	2
Scammon.....	1224	1100	124	737	705	95.6	14-11	6-8	174	683	219	145	38	27	47	688	82	7
Kinzie.....	1494	1255	259	843	776	92.0	15-3	6-5	184	587	317	138	6	4	23	837	374	21
Franklin.....	1999	1717	282	1307	1251	95.7	15-1	6-6	465	694	308	271	27	10	91	951	255	34
Washington.....	2520	1909	411	1313	1198	91.2	16-8	6-3	265	713	328	314	14	7	79	1293	524	9
Moseley.....	1423	1301	122	799	746	93.3	15-11	6-6	153	748	290	231	9	7	37	838	225	19
Brown.....	1351	1256	95	865	800	92.5	15-11	6-9	223	859	219	83	12	7	75	956	240	2
Foster.....	3204	2651	553	1777	1649	92.8	15-8	6-5	405	1543	458	616	25	20	119	1490	436	10
Ogden.....	1213	1086	127	800	746	93.2	15-1	6-7	304	864	154	93	14	10	30	61	188	3
Newberry.....	1608	1391	217	988	928	94.0	16-5	6-0	258	833	342	72	11	7	30	975	270	12
Wells.....	1097	937	160	587	539	91.8	15-3	6-4	178	346	212	91	2	2	16	429	137	4
Skinner.....	2519	2275	244	1424	1398	91.8	15-4	6-7	254	952	565	360	12	8	71	1749	887	9
Haven.....	1650	1413	237	904	822	91.0	16-0	6-8	221	580	325	239	15	12	78	845	493	6
South Chicago.....	226	184	42	102	94	92.5	14-4	6-7	9	78	35	49	0	0	0	119	34	0
Bridgeport.....	715	575	140	372	329	88.4	14-10	6-4	49	309	147	103	1	0	19	546	307	0
Holstein.....	124	108	16	75	66	88.0	.....	7-0	26	60	27	18	0	0	0	114	0	0
TOTAL.....	25241	21837	3404	14609	13568	92.9	.....	.....	3648	11265	4491	3111	241	158	964	13640	5038	142

TABLE NO. 2.

PRIMARY DIVISIONS.																															
SCHOOLS.	1st GRADE.			2d GRADE.			3d GRADE.			4th GRADE.			5th GRADE.			6th GRADE.			7th GRADE.			8th GRADE.			9th GRADE.			10th GRADE.			
	Whole No.	Belonging.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.	Whole No.	Enrolled.	Average No.	Number of Promotions.
Dearborn ...	23	18	12	71	31	21	69	29	19	204	84	51	162	58	63	140	50	206	57	57	274	103	112	309	91	77	386	124	139	124	139
Jones	41	27	12	76	28	41	99	38	22	93	51	50	174	79	21	174	69	80	141	96	38	338	162	34	371	131	97	444	139	166	
Scammon, ...	73	43	30	138	42	69	177	62	65	189	68	76	206	69	90	236	76	140	228	54	130	266	86	102	277	139	101	357	103	87	
Kinzie.....	21	13	2	16	14	5	31	32	6	80	55	52	140	56	53	191	59	75	348	128	114	452	150	51	389	139	142	622	167	224	
Franklin.....	24	11	12	98	36	24	170	68	54	151	88	76	208	85	97	274	107	96	343	138	149	354	135	180	744	325	167	725	313	284	
Washington, ..	34	17	6	79	33	34	80	75	52	373	233	118	357	211	108	331	195	141	455	312	209	482	320	243	555	413	199	602	250	276	
Moseley	78	28	12	13	63	60	204	64	43	221	56	49	286	37	36	278	180	118	297	1	91	418	82	142	459	127	157	319	72	85	
Brown	41	39	31	52	49	71	76	76	42	115	104	57	59	51	52	108	90	105	135	130	72	153	140	276	101	83	84	120	103	71	
Poster	44	22	13	85	28	35	208	87	25	613	211	114	588	138	184	391	132	60	603	206	174	792	240	223	1602	445	265	1448	269	455	
Ogden.....	42	17	18	93	28	39	92	55	7	198	77	27	168	74	86	246	89	37	200	77	88	208	88	83	374	128	131	248	157	90	
Newberry ...	14	11	10	63	27	11	83	38	23	125	53	67	157	55	74	125	92	164	241	116	144	344	176	159	520	213	282	578	204	236	
Wells.....	35	7	3	17	16	4	17	16	36	30	27	33	66	57	24	56	51	28	84	78	95	168	109	127	116	102	92	144	27	108	
Skinner	50	22	28	170	73	45	266	129	53	346	168	88	434	150	88	613	131	233	589	170	126	638	190	290	635	204	201	489	173	253	
Haven	36	23	9	51	32	20	86	45	20	97	55	40	105	74	25	131	106	93	174	104	133	214	127	79	365	203	193	420	136	115	
So. Chicago..	2	2	0	6	3	2	10	6	1	12	7	2	23	18	3	20	14	5	25	12	15	21	15	12	12	65	113	204	87	74	
Bridgeport ..	13	6	3	25	9	9	28	10	14	35	17	14	17	16	28	87	25	24	71	36	37	122	67	65	197	68	113	294	87	74	
Holstein				15	4	23	15	8	8	23	23	4	17	7	7	10	5	5	14	14	6	12	9	15	15	9	38	13			

TABLE No. 3.—Nativity of Pupils.

The following Schedule shows the birth place of all pupils registered in the Public Schools, during the last six years.

	1860	1861	1862	1863	*64-5	65-6		1860	1861	1862	1863	64-5	65-6		1860	1861	1862	1863	64-5	65-6
Chicago.....	50-29	5792	6714	8498	12002	10876	Arkansas.....	1	2	2	3	9	7	Mexico.....	1	1	1	2	2	1
Illinois, out of Chi- ago.....	809	840	1024	1503	2390	2223	California.....	16	15	12	18	29	35	Hanover.....	1	0	0	1	0	0
Maine.....	119	117	97	106	137	149	Oregon.....	1	0	0	0	1	0	Island of Guernsey.....	1	0	0	0	0	0
New Hampshire....	65	47	74	89	103	102	New Mexico.....	0	0	0	0	4	1	Australia.....	1	0	0	3	6	5
Vermont.....	120	98	97	130	173	101	Colorado.....	.....	.....	.....	.....	.....	.....	China.....	1	0	0	0	0	0
Massachusetts.....	606	524	571	689	892	741	Nevada.....	.....	.....	.....	.....	.....	.....	Africa.....	1	1	2	1	2	0
Rhode Island.....	30	51	31	45	61	46	Germany.....	1549	1202	916	767	950	673	Iceland.....	1	0	0	0	1	0
Connecticut.....	227	198	229	236	298	210	England.....	822	646	601	613	754	595	Isle of Man.....	1	4	2	0	1	1
New York.....	3045	2979	2979	3362	4060	3176	Ireland.....	908	423	315	298	491	382	Hungary.....	0	1	2	2	2	4
New Jersey.....	115	136	140	189	242	192	Canada.....	423	393	378	448	719	781	Saxony.....	0	2	0	0	1	2
Pennsylvania.....	349	365	392	432	566	458	Scotland.....	217	160	137	143	168	133	Central America... Burmah.....	0	3	3	1	0	1
Delaware.....	6	7	5	6	20	10	Sweden.....	183	99	88	83	92	81	Costa Rica.....	0	1	2	2	2	0
Maryland.....	68	76	93	112	120	165	Norway.....	92	90	148	186	299	284	Chili.....	0	0	0	1	0	0
District Columbia..	8	20	18	18	28	28	France.....	61	71	42	33	47	18	Borneo.....	0	0	0	1	0	0
Virginia.....	40	46	45	53	68	55	Holland.....	46	30	28	38	68	37	Portugal.....	0	0	0	0	1	1
Ohio.....	530	536	584	658	868	674	Prussia.....	24	25	33	36	52	40	Sicily.....	0	0	0	0	3	3
Indiana.....	128	136	175	238	338	268	New Brunswick....	18	15	16	12	16	19	Russia.....	0	0	0	0	3	3
Michigan.....	334	318	357	462	603	483	Wales.....	17	10	10	17	30	28	Turkey.....	0	0	0	0	2	1
Wisconsin.....	363	386	489	710	1032	879	Bohemia.....	17	21	36	45	70	154	India.....	0	0	0	0	1	1
Minnesota.....	3	4	24	44	76	59	Switzerland.....	13	10	12	4	7	13	Gibraltar.....	0	0	0	0	1	1
Iowa.....	46	45	69	131	286	271	Belgium.....	13	13	18	28	17	3	South America.....	0	0	0	0	0	3
Missouri.....	120	133	151	206	259	272	Austria.....	9	3	9	9	9	3	Moravia.....	0	0	0	0	0	1
Kentucky.....	104	121	122	150	165	193	St. Helena Island... New Foundland....	7	9	6	5	4	4	Baden.....	0	0	0	0	0	2
Tennessee.....	8	19	12	37	35	38	Denmark.....	6	5	5	3	5	3	Unknown.....	54	55	91	107	162	79
Kansas.....	2	3	2	8	10	11	Italy.....	5	5	6	2	13	7	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	0	0	0	3	6	4	Novia Scotia.....	4	10	4	1	6	5	.....	.....	.....	.....	.....	.....	.....
North Carolina.....	5	3	4	3	7	8	Poland.....	4	2	13	3	3	7	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	10	6	6	9	12	10	Atlantic Ocean.....	4	4	4	2	7	14	.....	.....	.....	.....	.....	.....	.....
Georgia.....	9	8	7	8	10	8	West Indies.....	3	2	3	2	3	2	.....	.....	.....	.....	.....	.....	.....
Florida.....	0	0	1	3	3	2	Brazil.....	2	2	2	2	2	3	.....	.....	.....	.....	.....	.....	.....
Alabama.....	3	4	9	16	30	30	British America....	2	0	0	0	1	2	.....	.....	.....	.....	.....	.....	.....
Mississippi.....	22	13	16	23	41	42	Prince Edw'd's Id.	2	5	3	3	4	1	.....	.....	.....	.....	.....	.....	.....
Louisiana.....	28	27	31	30	47	49								.....	.....	.....	.....	.....	.....	.....
Texas.....	11	11	11	17	14	13								.....	.....	.....	.....	.....	.....	.....

*The figures for the year 1864 and 65 cover a period of eighteen months, all the rest are for one year.

PUPILS DISTINGUISHED FOR PUNCTUALITY.

Not Absent or Tardy a Single Half Day during the year.

High School.—Clara Adams, Mary C. Ambrose, Thomas A. Blair, Frank A. Bradley, Fred. Bradley, William C. Brooks, Charles R. Calkins, Fred. B. Carter, Fannie Colby, Sarah A. Downs, Fannie Fennimore, Lizzie Flaven, George T. Flersheim, Florence Horne, William A. Howe, Carrie Hull, Flora C. James, Victor F. Lawson, Emma Locke, Hannah Mayer, Annie W. Miller, Samuel Smith, Calvin J. Stambaugh, Mattie Stanley, Annie Thompson, Emma Thompson, Alice B. Tullis, Florence E. Tullis, Emery Webster, Ella A. White.—30.

Dearborn School.—John B. Adams, Wallace D'Wolf, Marilla McMillan.—3.

Jones School.—Lizzie Davis, Frank N. Gage, Cordelia M. Grimes, Fannie White.—4.

Scammon School.—Annabel Allen, Willie Booth, Augustus L. Chatterton, Joseph Emery, Anna A. Erby, John Erby, John L. Forch, Sarah E. Gates, John M. Holliday, Matilda Jacobs, Albertina Jancovious, Willie Kane, Maggie Maurer, Jennie D. Phillips, Adeline Schenckowitz, August Schenckowitz, Bertha Schenckowitz, Natalia Schenckowitz, Louis Shaw, Mary Shays, Elsie V. Smale, Bertha Stephani, Emma Stephani, George Strehl, Willie Tucker, George Weber, Louise C. Weber.—27.

Kinzie School.—Mary Brannock, Katie Dickson, Thomas Handlin, James McDermott.—4.

Franklin School.—Hannah Cawthorne, Mary Cook, Minnie Eliel, Minnie Hanna, John Liston, Kate Nelen, Mary Nelen, Gustaf Pries, Emma Stine, Albert Trick.—10.

Washington School.—Arthur Erby, Alice Hill, Mary Hirtzell, Louis Jenezewsky, Charles Peck, Hattie Peck, Isadore Seneschal.—7.

Moseley School.—Emma Fenimore, Richard Garnett, William Garnett, George Kirchwez, Matilda Maitland, Kittie Marshall, Charles Thompson.—7.

Brown School.—Fannie Bull, Rufus Kirk, Cuthbert McArthur, Sarah Norcott, Martha Norcott, Sterling P. Rounds, Joseph Wilson.—7.

Foster School.—John Barnett, Joseph Blouer, Antoinette Hanover, William Holbrook, Gustave Hersfield, Henry Kerber, Frank Merrill, Freddie Malt, Emma O. Moser, John Nuttall, Mary Oxtel, Mary A. Pullen, Freddie Schock, Robert Strickland, Annie Thompson, Emma Tauber, John Tonies, Edward M. Taylor, M. Fanny Vandervort, John Winos.—20.

Ogden School.—David Dougall, Rockwell King, James Lee, Lizzie Moulton, Julia Stambaugh, Edward Starrett, John Turner, Mary Beebe, Delia O'Neil, William Rogerson.—10.

Newberry School.—Jacob Buschwah, Maria Costello, Minnie Cruikshank, Sarah Jamot, Maggie Kemper, Elizabeth McMullen, Mary Packman.—7.

Wells School.—Albert Schrader, Sophia Zinke.—2.

Skinner School.—William H. Beidler, Fanny Crowell, Henry S. Hart, Nannie Lane, Annie E. Leadley, Alfred Schlosser, Eudora M. Walker, Ida J. Walker.—8.

Haven School.—J. Henry Brooks, Barbara Cure, Etta E. Jones, Anna E. Marston, Anne A. Nash, Elizabeth Nash, Helen Nash, Johannah O'Brien, Benjamin Oswald, Hannah Rogers, James Smith, Jane Spratt.—12.

Not Absent a Single Half Day during the Year, additional to the names embraced in the previous list.

High School.—Jennie E. Boynton, George E. Brown, Charles W. Clingman, Anna A. Cook, M. Frances D'Wolf, Sarah Hanna, Adrian C. Honore, Fredrika B. Hull, John T. Mullen, S. F. Newhall, Agnes Rattray.—11.

Dearborn School.—Benjamin H. Peabody, Charles P. Stein, Charles Williams.—3.

Jones School.—Ferdinand Hepner, Alfred S. Porter, Edward L. Stahl, John H. Zahringer.—4.

Scammon School.—Jennie V. Bills, William Dawson, Eugene Flammer, James Forrest, Jane E. Golden, Willie Hanrahan, George Jaques, Amelia Reid, William Weber, Janet M. Whitney, Albert Wolf.—11.

Kinzie School.—Thomas Fleming, Eddie Ming.—2.

Franklin School.—Mary Bloom, Minnie Clifford, John Collins, John Donegan, Lizzie Dunn, Louisa Deverman, Charles Fries, Thomas Galbraith, Mary Hawthorne, Edward Lawler, Hugh McCreddie, Eddie McGraw, Frank Packard, Rowena Rounseville, Victor Sadler, Nellie Sampson, Terence Thompson.—17.

Washington School.—Katie Ford, Hattie Hallenbeck, John Jones, Annie Kittel, Albert Leibenstien, Zephyr LePlant, Elba Wenson.—7.

Moseley School.—Francis Bartley, George Thompson.—2.

Brown School.—Clarence Lawrence, Emma Shoemaker, Lizzie Shoemaker, Henry Walker, Mary Williams.—5.

Foster School.—Sophia Alt, M. Jennie Barnett, Eliza Favor, Fran Radmaker, Helen Sanches.—5.

Ogden School.—Frank Baker, William Dougall, Katie Glassbrook, Maggie Murphy.—4.

Newberry School.—Rowland Goode, William Medary, John Henneman, Freddie Schreiber.—4.

Skinner School.—Carrie Black, Charles Dickenson, Grace Lamb, Frank Seifried.—4.

Haven School.—Clara B. Eddy, Ellen M. Galvin, Frederic Winning.—3.
Bridgeport.—Bridget Cushing.—1.

Not Absent or Tardy for two consecutive years.

High School.—M. Clara Adams, Frederic Bradley, S. Augusta Downs, Annie Miller, Samuel H. Smith, Calvin Stambaugh, Emma Thompson, Annie Thompson.—8.

Scammon School.—Joseph Emery, John Erby, John M. Holliday, Adaline Schenckowitz, Bertha Schenckowitz, Natalie Shenckowitz.—6.

Moseley School.—Willie Garnett, Kittie Marshall.—2.

Ogden School.—Delia O'Neil Julia Stambaugh, .—2.

Newberry School.—Maggie Kemper.—1.

Wells School.—Sophia Zinke.—1.

Haven School.—Barbara Cure, Angeline Marston.—2.

Not Absent or Tardy for three consecutive years.

High School.—S. Augusta Downs.—1.

Scammon School.—Bertha Schenckowitz, Natalie Schenckowitz.—2.

Newberry School.—Maggie Kemper.—1.

Not Absent for two consecutive years.

High School.—M. Frances D'Wolf, John T. Mullen.—2.

Dearborn School.—Benjamin Peabody.—1.

Scammon School.—Amelia Reid.—1.

Franklin School.—Hugh McCreadie.—1.

Not Absent for three consecutive years.

High School.—Calvin Stambaugh.—1.

Haven School.—Barbara Cure.—1.

Not Absent for four consecutive years.

High School.—Fredrika B. Hull.—1.

Not Absent for five consecutive years.

Foster School.—Eliza J. Favor.—1.

SCHOOL FINANCES.

1. SPECIAL FUNDS.

The interest of these funds is applied solely to the purposes designated by the donors.

MOSELEY BOOK FUND.

In 1856, a fund of \$1,000 was established by the late FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text books for indigent children attending the Public Schools.

NOTE.—To this fund Mr. Moseley added by his will recently admitted to Probate, the sum of \$10,000.

FOSTER MEDAL FUND.

In 1857, DR. JOHN H. FOSTER established a fund of \$1,000 the avails of which are expended in procuring medals and other rewards of merit for the most deserving pupils attending the Grammar Departments of the District Schools.

JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

BRYANT & STRATTON SCHOLARSHIPS.

In 1859, Messrs. BRYANT, BELL & STRATTON, (now Bryant & Stratton,) donated one Life Scholarship in their Commercial College, to the most deserving pupil in Scholarship, Department and Attendance, in the Master's Division of each of the District Schools, annually for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

NEWBERRY FUND.

In 1862, WALTER L. NEWBERRY, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Newberry School, in procuring text books for indigent children, school apparatus, books for reference, etc.

2. GENERAL FUNDS.

SCHOOL FUND PROPER.

The amount of real estate now belonging to the School

Fund, within the limits of the city, is appraised at..	\$651,206,67
Amount of real estate outside of the city.....	43,375.00
Money loaned—Principal	52,040.00
Wharfing Lot Fund.....	61,129.00
Total School Fund	<u>\$807,751,24</u>

A considerable portion of the real estate belonging to the School Fund is not now available, and much of it is leased on low rents.

Sec.	Town.	Range.	Valuation.
COOK COUNTY.			
87	36	12	\$1,600.00
87	37	12	600.00
87	37	12	1,200.00
87	37	13	1,200.00
88	37	13	1,200.00
88	37	13	2,400.00
113	37	13	2,400.00
113	37	13	1,600.00
113	38	13	1,200.00
113	40	13	3,200.00
113	37	14	1,600.00
142	37	14	800.00
142	37	14	2,000.00
142	37	14	2,000.00
142	37	14	775.00
142	38	14	20,000.00
142	38	14	2,000.00
142	40	14	2,000.00
Total.....			\$43,375.00

PUBLIC SCHOOLS.

SCHOOL TAX FUND.

Amount of Three Mill Tax levied.....	\$194,127.53
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SCHOOL CONSTRUCTION BONDS.

Issue warranted by Act of Legislature of 1865.....	\$25,000.00
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RECEIPTS.

SCHOOL FUND INCOME.

Rents.....	\$34,893.98
Interest.....	7,805.26
State Dividend.....	25,000.00

SCHOOL TAX FUND.

Avails of Three Mill Tax.....	\$180,000.00
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SCHOOL CONSTRUCTION BONDS.

Avails of sale of Bonds for 1866,.....	\$21,937.50
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Total receipts.....	<u>\$269,636.74</u>
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EXPENDITURES.

The annexed table gives a detailed statement of the several items that make up the expenditures for school purposes in each of the schools (except Evening Schools) for the year ending August 31, 1866.

SCHOOLS.	No. of Teachers July, 1866.	Average No of Scholars during the year	Amount Paid for Tuition.	Cost of Tuition per Pupil.	Amount Paid or Fuel.	Amount Paid for Janitors and Cleaning School Buildings.	Amount Paid for Repairs, Sup- plies and other Expenditures.	Total Amount Paid for Schools.	Cost per Pupil on Total Amount.	Six per Cent. Interest on School Property.	Total Cost of Instruction, in- cluding Six per Cent. Interest on School Property.	Total Cost of Instruction per Pupil.
High.....	11	325	\$15,117 28	\$46.51	\$760.71	\$399.05	\$1,800.91	\$18,077.95	\$55.62	\$3,198.00	\$21,275.95	\$65.46
Dearborn.....	13	639	8,111.24	12.69	511.20	445.94	1,543.02	10,611.40	16.61	5,259.00	15,870.40	24.84
Jones.....	13	752	8,009.22	10.65	803.50	522.53	2,129.40	11,464.65	15.25	3,831.00	15,295.65	20.34
Scammon.....	11	737	7,997.77	10.31	743.79	445.39	1,353.97	10,140.92	13.76	2,773.50	12,914.42	17.52
Kinzie.....	14	843	8,537.54	10.13	642.92	545.94	2,157.56	11,883.96	14.10	2,936.70	13,920.66	16.51
Franklin.....	25	1307	13,516.99	10.35	1,097.04	1,050.00	2,507.88	18,171.91	13.90	2,126.00	20,307.91	15.54
Washington.....	23	1313	13,626.39	10.38	1,887.85	643.92	2,943.57	18,101.73	13.79	1,524.00	19,625.73	14.95
Moseley	13	799	7,727.80	9.67	701.14	713.80	1,604.54	10,818.40	13.54	3,192.00	14,010.40	17.54
Brown	14	865	9,071.36	10.49	861.16	797.09	1,604.54	12,394.15	14.33	3,069.60	15,463.75	17.87
Poster	31	1777	17,157.64	9.66	1,275.76	1,091.50	3,301.98	22,826.88	12.85	2,892.00	25,718.88	14.47
Ogden.....	13	800	7,906.29	9.38	878.42	681.21	1,799.79	10,865.71	13.58	2,503.80	13,369.51	16.71
Newberry.....	19	988	10,365.14	10.49	1,292.27	747.63	2,202.29	14,607.33	14.78	2,769.00	17,376.33	17.59
Wells.....	13	587	4,933.32	8.40	424.42	511.40	1,528.45	7,397.59	12.60	492.00	7,889.59	13.44
Skinner.....	24	1424	14,476.71	10.17	1,619.59	864.23	2,881.99	19,842.52	13.93	3,246.00	23,088.52	16.21
Haven.....	16	904	10,341.67	11.44	817.92	787.01	1,738.88	13,684.98	15.14	3,300.00	16,984.98	18.79
South Chicago.....	3	102	1,554.23	15.24	59.96	135.20	196.10	1,945.49	19.07	58.50	2,003.99	19.64
Bridgeport.....	7	372	3,800.31	10.21	261.83	329.51	759.86	5,151.51	13.87	333.00	5,484.51	14.74
Holstein.....	2	75	932.89	12.44	44.86	86.34	147.49	1,211.58	16.15	138.00	1,349.58	18.00
Total.....	265	14609	\$162,383.79	\$11.12	\$13,684.34	\$10,797.19	\$32,333.34	\$219,198.66	\$15.00	\$42,752.10	\$261,950.76	\$17.93

The figures in the fourth, ninth and twelfth columns are based upon the Average Number of Pupils Belonging for the year. On the Total Enrollment for the year, the cost of Tuition per Pupil would be \$6.53; the cost per Pupil on Total Amount would be \$8.82; and, including Six per Cent. Interest on School Property, \$10.54.

PERMANENT IMPROVEMENTS.

The expenditures for permanent improvements are quite large, amounting to \$58,514 09. They are classified as follows :

For Wells School Building, including furniture, and steam apparatus in part	\$35,172 52
For School Lots	8,184 95
For Boiler Houses and change in Steam Apparatus, at Brown and Skinner Schools.....	6,545 67
For Vaults and Sewers	2,955 37
For new Furniture.....	4,945 96
For Building in Washington District.....	500 00
For Blinds for Bridgeport School House.	209 62
Total	<hr/> \$58,514 09

TEACHERS OF PUBLIC SCHOOLS.

October 1st, 1866.

HIGH SCHOOL.

George Howland, *Principal*.
E. C. Delano, *Normal Dept*.
N. E. Flagg, *School of Practice*.
James R. Dewey,
George P. Welles,
J. G. R. McElroy,
Selim H. Peabody,
Carol Gaytes,
Gertrude Van Patten,
Annie E. Trimmingham.
Pauline M. Reed,

DEARBORN SCHOOL.

D. S. Wentworth, *Principal*.
A. J. Jennings, *Head Assistant*.
Alice L. Barnard,
Mary E. Waterman,
Marie L. Nellegar,
Anna A. Light,
Maggie E. James,
Lettie A. Loomis,
Catharine C. Fox,
Helen A. Barker,
Achsa C. Mott,
Mary A. Lacey,
Carrie H. Barrows.

JONES SCHOOL.

Henry H. Belfield, *Principal*.
E. E. Dewey, *Head Assistant*.
Annie E. Baker,
Lizzie C. Glidden,
Mary E. Reed,
Emily C. Stevens,
Eliza L. Goss,

Isabella Morris,
Mary E. Barney,
Fannie M. Nicol,
Emma Couch,
Julia Banyon,
Anna H. Maddy.

SCAMMON SCHOOL.

A. H. Vanzwoll, *Principal*.
A. E. Winchell, *Head Assistant*.
Sarah J. Revell,
Sophia A. Burton,
Frank E. Sutherland,
Almira S. Jennings,
Sarah E. Oberlander,
Sophronia L. Patch,
Carrie H. Bradley,
Hattie A. S. Miller,
Emma H. Smith.

KINZIE SCHOOL.

Ira S. Baker, *Principal*.
L. Williams, *Head Assistant*.
Emma C. Griffing,
Hattie G. Sherman,
Mary F. Luccock,
Lottie E. Byington,
Ellen J. Kennedy,
Hattie A. Studley,
Maggie Prendergast,
Lucy C. Truesdale,
Esther M. Sprague,
Emily L. Bailey,
Sarah O. Babcock,
Lydia M. Phelps,
Carrie Y. Dickinson.

FRANKLIN SCHOOL.

Albert G. Lane, *Principal*.
 Maggie Dougall, *Head Assistant*.
 Flora R. Parish, *Extra Teacher*.
 Amelia G. Fiske,
 Sarah F. Kelly,
 Emma Dickerman
 Lizzie Goodwin,
 Averick T. Shockley,
 Sarah E. Drake,
 Helen M. Lusk,
 Virginia T. Dupuy,
 Mary T. Schaefer,
 Mary E. Jennings,
 Lizzie C. Rust,
 Emma J. Thompson,
 Martha M. Williams,
 Emma A. Stowell.

MARKET STREET BRANCH.

Kate Clingman,
 Lucy S. Patrick,
 Virginia T. Dunning.

WHITE STREET BRANCH.

Mary J. Synon,
 Kate E. Blanchard,
 Laura A. Merritt,
 Hattie F. Spooner.

ELM STREET BRANCH.

Maggie J. Ghent,
 Sarah A. Bradley,
 Anna Achert, *German Teacher*.

WASHINGTON SCHOOL.

Benjamin R. Cutter, *Principal*.
 C. S. Aspinwall, *Head Assistant*.
 Jane Culver, *Extra Teacher*.
 Sarah E. Osgood,
 Hattie N. Winchell,
 Eliza A. Prentice,

Ellen M. Adams,
 Sophia L. Dean,
 Lucy A. Kendall,
 Helen M. Stowell,
 Julia A. Nelson,
 Jeannie DeC. Fletcher,
 Helen D. Kendall,
 Anna M. Rickerson.
 Henrietta Nelson.
 Laura J. Boring.

INDIANA STREET BRANCH.

Mary E. Buel,
 Semantha E. Sheppard.

MILWAUKEE AVENUE BRANCH.

Laura H. Stowe,
 Alice S. Bates.

UNION STREET BRANCH.

Maria K. Jennings,
 Emma Lloyd.

C. McFee, *Teacher of German*.

MOSELEY SCHOOL.

Jeremiah Slocum, *Principal*.
 Harriet Barnes, *Head Assistant*.
 Hattie A. Briggs,
 Sarah J. Kirby,
 Augusta B. Clarke,
 Lucia A. Briggs,
 Addie M. Moore,
 Ellen A. Woodworth,
 Julia C. Goold,
 Martha P. Fenimore,
 Mary E. Clark,
 Ellen J. Noble,
 Mary Hart.
 M. L. W. McClintock, *Teacher of German*.

BROWN SCHOOL.

Samuel H. White, *Principal*.
 Mary J. Creswell, *Head Assistant*
 Mary J. Coin,
 Carrie B. Skeer,
 Mary E. French,
 Helen C. Litchfield,
 Leonice B. Woodford,
 Mary D. Green,
 Lizzie Skelton,
 Lydia C. Avery,
 Laura E. Caster,
 Myra S. Felker,
 Nancy D. Helm,
 Georgianna Moody.

FOSTER SCHOOL.

George W. Spofford, *Principal*.
 Lizzie A. Foltz, *Head Asssis't*.
 Martha A. Merriman, *Ex. Teacher*
 Belinda N. Jones,
 Fanny C. Bass,
 Anna M. Snoad,
 Annie McLaren,
 Ellen C. Mendson,
 Katie E. Snoad,
 Anna M. Amesbury,
 Lottie A. Foley,
 Emily C. Currier,
 Jane Ferrier,
 Ellen V. Lamb,
 Catherine Fomhof,
 Anna B. Jennings,
 Allie A. Loveless,
 Josephine E. Miller,
 Tammie E. Flowers,
 Isabella Patterson,
 Jennie A. Fennimore,
 Ellen E. Leonard.

DE KOVEN STREET BRANCH.

Frances J. Owens,
 Harriet A. A. McDonnell,
 Rose A. McCarthy,
 Adelaide Butterfield.

TWELFTH STREET BRANCH.

Jennie I. Merriam,

Jennie E. Shelby,
 Fannie G. Matthews.

MAXWELL STREET BRANCH.

Arvilla C. DeLuce,
 M. Grace Godwin.

OGDEN SCHOOL.

F. S. Heywood, *Principal*.
 Rebecca E. Jones, *Head Assis'nt*.
 Emma Janes.
 Sarah J. Binney,
 Jane Dougall,
 Alice J. Taylor,
 Belle McLaren,
 Frances M. Smith,
 Clara A. Haley,
 Sarah E. Austin,
 Annie E. Young,
 Mary P. Sinclair,
 Nellie Dickson.

ELM STREET BRANCH.

Anna M. Duffy.

NEWBERRY SCHOOL.

Albert R. Sabin, *Principal*.
 Emma Hooke, *Head Assissant*.
 Maria H. Haven,
 Clara M. Todd,
 Emilie Cooke,
 F. Emma Coss,
 Gertrude Brayton,
 Hannah P. Gay,
 Patty A. Hack,
 Mary T. Hammond,
 Mary L. Dodge,
 Mary McNeil,
 Caroline E. Young,
 Mary V. Smith,
 Lizzie J. Nichols,
 Ann E. Chapman,
 Emma K. H. Wright,
 Maggie O'Reilly,
 Laura A. King.

NICKERSONVILLE BRANCH.

Mary A. C. Smith.
 Minna Knapp, *German Teacher*.

WELLS SCHOOL.

Jeremiah Mahoney, *Principal*.
 Clara H. Perkins, *Head Assistant*.

Mary A. Evans,
 Olive Backus,
 Mary A. Talcott,
 Sylvia E. Brown,
 Frederica E. Thomas,
 Mary J. Abbe,
 Jennie Kendall,
 Helen Waite,
 Sarah G. Downs,
 C. Addie Brown,
 Georgia S. Griffing,
 Mary G. Sinclair,
 Julia A. Leavitt.
 Annie E. Rockwell.

Julius Muller, *German Teacher*.

SKINNER SCHOOL.

A. N. Merriman, *Principal*.
 Helen A. Butler, *Head Assistant*.
 Mary A. Merriman, *Ex. Teacher*.

Lizzie Smith,
 H. A. Stowell,
 Henrietta G. Hubbard,
 Sarah J. Ellithorpe,
 Camilla Leach,
 Martha Throop,
 Mary E. Wright,
 Lizzie W. Pickering,
 Lizzie M. Kennedy,
 Lucy E. Ransom,
 Emily L. Trimingham,
 Mary E. Brown,
 Clara L. Lane,
 Lucia E. F. Kimball,
 M. VanVranken,
 Charlotte A. Lamb,
 Annie K. Moulton,
 Sarah O. Flagg,

Orlando Blackman,
 Edward E. Whittemore,

Emil Giese, *Teacher of Gymnastics for High School*.

Lizzie D. White,
 Frances L. Yates,
 Phebe J. Bailey.

HAVEN SCHOOL.

George D. Broomell, *Principal*.
 M. Louise Wilson, *Head Ass't*.
 Harriet M. Paine,
 Annie Kavanagh,
 Mary Noble,
 Sophronia A. Barker,
 Ella A. Kimball,
 Lavinia C. Perkins,
 Lucy A. Williams,
 Sylvia E. Walker,
 M. Edna Comstock,
 Jennie Hart,
 Marian Mackway,
 Sarah A. Brooks,
 Sarah R. Grant,
 Eliza Lundegreen,
 Etta Reed.

SOUTH CHICAGO SCHOOL.

J. H. Broomell, *Principal*.
 Sarah E. Sanger,
 Addie P. Wells.

BRIDGEPORT SCHOOL.

Charles F. Babcock, *Principal*.
 Caroline A. Dickerman,
 Bridget A. Kelley,
 Frederica W. Ginther,
 C. H. Johnson,
 Hannah M. Mortensen,
 Eleanor Kavanagh.

HOLSTEIN SCHOOL.

Sarah E. Lyon, *Principal*.
 Abbie E. Tobey.

} *Teachers of Vocal Music*.

RULES
OF THE
BOARD OF EDUCATION,
OF THE
CITY OF CHICAGO:

ADOPTED AUGUST, 1866.

BOARD OF EDUCATION.

The following Provisions are contained in the City Charter :

The terms of office of the present members of the Board of Education shall expire on the second Monday of May next, and the Board of Education of the said city shall consist of Sixteen School Inspectors, one to be selected from each Ward in said City, to be elected by the Common Council, on the second Monday of May next, 1865, or at its next regular meeting thereafter. The said Board shall be divided by lot, in the presence of the Common Council, into four classes : those of the first class shall vacate their seats at the expiration of the first year ; those of the second class at the expiration of the second year ; those of the third class at the expiration of the third year ; and those of the fourth class at the expiration of the fourth year ; and the Common Council shall annually, in the month of May, after the first Monday thereof, elect four Inspectors to succeed those whose term of office expires.

There shall be established in said city at least one common school in each school district, now or hereafter to be created, and free instruction within their respective districts shall be given in said schools to all children residing within the limits of the city, who are over the age of six years, and who may be sent or attend such school, subject to such rules as may be established by the Common Council, or Board of Education, pursuant to the provisions of this act, and the act to which this is an amendment.

The Board of Education shall have power to admit to the public

schools of said city, children residing within those towns of Cook County, which immediately adjoin the said city, upon such terms and conditions as said Board may prescribe.

It shall be the duty of the Board of Education to establish all such by-laws, rules and regulations, for their own government, and for the establishment and maintenance of a proper and uniform system of discipline, in the several schools, as may, in their opinion, be necessary.

RULES OF THE BOARD OF EDUCATION.

ORGANIZATION OF THE BOARD.

§ 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday succeeding the election of the Board by the Common Council.

§ 2. At the first meeting of the organization of the Board in each year, the President shall appoint, subject to the approval of the Board the following Standing Committees, viz :—

1. A Committee on School Buildings and Grounds, consisting of three members.

2. A Finance and Auditing Committee, consisting of three members.

3. A Committee on Text Books and Course of Instruction, consisting of three members.

4. A Committee on Rules and Regulations, consisting of three members.

5. A Committee on Apparatus and Furniture, consisting of three members.

6. A Committee on Examination of Teachers, consisting of three members and the Superintendent.

7. A Committee on the Appointment of Teachers, consisting of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member. Also, the Special Committee upon the School to which an appointment is to be made, and the Committee upon the School from which a transfer is proposed to be made.

8. A Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Finance and Auditing Committee, and one other member.

9. A Committee on Medals and Rewards, consisting of three members.

10. A Committee on Evening Schools, consisting of three members.

11. A Committee on German, consisting of three members.

12. A Committee on Salaries, consisting of three members.

13. A Committee on Publication, consisting of three members.

14. A Committee on the High School, consisting of three members.

15. A Committee of one for each of the District Schools.

§ 3. The Board shall hold its regular meetings on Tuesday following the last Friday of each month, at half-past seven o'clock P. M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any five members, left with the Secretary.

§ 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

§ 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

POWERS AND DUTIES OF THE PRESIDENT AND VICE PRESIDENT.

§ 6. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order ; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order :

1st. Reports of Committees, to be called in order, except Committees on the District Schools.

2d. Petitions and Communications.

3d. Reports and suggestions from the Superintendent.

4th Miscellaneous and unfinished business.

5th Reports from the Committees on the District Schools.

§ 7. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

§ 8. The President shall rise to address the Board, but may

put a question or read, sitting. He shall declare all votes ; but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. All votes upon questions requiring appropriations of money, or the adoption of new text books, *must be taken by ayes and noes*, as provided by the charter ; and on any other question, the ayes and noes shall be called when any member shall request it.

§ 9. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he may state facts, and give his opinion on questions of order, without leaving the chair.

§ 10. A motion to adjourn shall always be in order, except when a member has the floor, or when a question has been put and not decided.

§ 11. The Vice President shall possess the powers and perform the duties of the President in his absence.

RIGHTS AND DUTIES OF MEMBERS.

§ 12. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

§ 13. No member, while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

§ 14. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice on the same question, without leave of the Board, nor more than once until all other members choosing to speak, shall have spoken.

§ 15. All resolutions offered by members of the Board, shall be submitted in writing.

§ 16. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules,

shall be decided according to well-established parliamentary rules for the government of deliberative bodies.

DUTIES OF STANDING COMMITTEES.

§ 17. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the buildings and their appendages, furniture, and grounds belonging to the schools, and the repairs that may be needed; to attend to the warming and ventilation of the several school houses; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

§ 18. It shall be the duty of the Finance and Auditing Committee to receive and examine thoroughly the Monthly Report of the School Agent, and present the same to the Board; also to report annually, at the regular meeting for the month of April, the condition of the School Fund, together with such recommendations as they shall think proper in connection therewith; they shall also examine all bills charged to the School Tax Fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee, shall be regarded as approved by the Board.

All orders drawn on the School Fund, and on the Moseley Book, Jones, Foster Medal, and Newberry Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

§ 19. It shall be the duty of the Committee on Text Books and Course of Instruction, from time to time, to recommend to the Board such improvements in the Course of Instruction, and such changes in the books used in the schools, as may be deemed expedient. Whenever a recommendation is made to adopt any new Text Book in the schools, the book to be adopted shall be proposed and entered upon the minutes of the Board one month before final action thereon; and no book shall be considered as adopted which does not receive the affirmative vote of a majority of the entire Board.

§ 20. It shall be the duty of the Committee on Rules and

Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they may deem expedient, and submit them to the Board.

§ 21. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary ; and the purchase, change, or alteration of school furniture, as they may deem expedient.

§ 22. It shall be the duty of the Committee on Examination of Teachers, upon the Friday preceding the first Monday of each term, to examine all candidates who may apply for situations in the Public Schools. Special examinations may be held whenever in the judgment of the Committee it is necessary. Candidates shall be examined in the absence of all spectators, except the members of the Board of Education.

§ 23. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of female teachers in the District Schools as the wants of the several Districts Schools may require, but no transfer shall be made from any school without first notifying the Principal of said school. All appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and at the succeeding regular meeting the same shall be taken up as a part of the regular business of the Board, and acted on by the confirmation or rejection of such appointments ; *Provided*, that the Board may postpone the action on such appointments from one meeting to another.

§ 24. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc. They shall have power and authority to regulate, alter and prescribe the duties and compensation of the several Janitors of the Public

Schools, and the duties and compensation of the Messenger in the Office of the Board, and of the Carpenters and other workmen employed in and about the Public Schools.

§ 25. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in the possession of the Superintendent, at least two weeks before the close of the Summer Term of the schools. All medals shall be submitted to the Board for their inspection, and be approved by them before the auditing of the bills for the same.

§ 26. It shall be the duty of the Committee on Evening Schools, to take the general charge and oversight of Evening Schools when appropriations are made by the Common Council for their support; to appoint the teachers of the same and to fix their compensation, and to make a report to the Board of Education of the condition and wants of these schools.

§ 27. It shall be the duty of the Committee on German, to take the general oversight of the instruction given in the German language in the District Schools, to examine all teachers who may apply for positions as teachers of German at such times as they may see fit, to recommend to the Committee on Appointment of Teachers, such persons as they find best fitted to teach in the German language at any time when vacancies occur, and to report to the Board of Education each month the condition and wants of the German Department of the District Schools.

§ 28. It shall be the duty of the Committee on Salaries to recommend to the Board at any time such changes of salaries as they may deem advisable, and to consider and act upon any recommendations that may be made by the Committee on Appointment of Teachers in cases of those teachers who come to our schools with much and successful experience in schools of like character elsewhere.

§ 29. It shall be the duty of the Committee on Publication to take the supervision of the publication of all reports, blanks, &c. issued by the Board of Education, to secure bids for such work

and to examine and recommend to the Auditing and Finance Committee all bills for such work done under their directions.

§ 30. The Committee on the High School shall perform the same duties that are prescribed for the several committees of the District Schools.

§ 31. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which they may deem best for the interest of the schools. And it shall further be the duty of the several District Committees to be present at the close of the Summer Term of said schools, and to award the medals, scholarship and diplomas to those pupils whose attendance, scholarship and general deportment entitle them to the same, which shall be determined by the class-books, and by special examination of the classes. See § 75.

SCHOOL YEAR.

§ 32. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the third day of July, or upon the Friday preceding the third day of July whenever that day falls upon Monday or Tuesday of the week.

EMPLOYMENT AND SALARIES OF TEACHERS.

§ 33. At the last regular meeting before the close of the school year, the Board shall elect the teachers, and fix their salaries for the ensuing year. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their offices until the close of the school year, unless sooner removed, as provided by the charter. The election of the High School Teachers, and of the Principals and Head Assistants of the District Schools, shall be by ballot, and no teacher shall be deemed elected unless he shall receive a majority of the votes of all the members of the Board.

§ 34. *Salaries*—The salaries of the teachers of the High School are established as follows :—

Principal.....	\$2,400
Teacher of the Normal Department	2,200

All other male Teachers the same as the Principals of the District Schools.

Female Teachers the same as the Head Assistants in the District Schools.

The salary of the Training Teacher of the Normal School is established at \$1,100.

The salaries of the Principals of the District Schools, except in the cases hereinafter named, are established as follows :

For the first year	\$1,800
“ second year.....	1,900
“ third year and thereafter.....	2,000

For the Bridgeport and South Chicago Schools the Principals shall receive \$1,600 each.

The salary of the Teacher of Music shall be the same as that of the Principals of the District Schools.

The salaries of the Assistant Teachers in the Grammar and Primary Departments, shall be established as follows:

For the first fourteen weeks at the rate of.....	\$450
For the first year thereafter	550
For the second year thereafter.....	650
For the third year thereafter and subsequently	700
Each Head Assistant shall receive..	1,000

The salary of the Principal Teacher of the Holstein School is fixed at \$1,000 per annum.

The Board may vary the salaries from the above rates, whenever it becomes necessary, in order to secure the services of experienced teachers, and upon the joint recommendation of the Committee on Appointment of Teachers and of the Committee on Salaries; *Provided*, that the amount agreed upon shall not exceed the highest rate established above.

Teachers having charge of rooms containing more than one division of pupils shall have twenty-five dollars per annum extra.

§ 35. No person, either male or female, shall be appointed as

teacher, in any of the public schools, under the age of eighteen years.

§ 36. The teachers' bills shall be paid on Saturday after the close of each school month, except for the month of June, (the bills for June and July being paid together,) provided the School Agent has funds in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the Fall Term.

§ 37. Whenever any teacher shall be temporarily absent from school, it shall be the duty of the said teacher to send notice forthwith to the office of the Board of Education, with a statement of the reason and probable time of such absence; and if any doubt exists in respect to the time of returning, then the teacher shall afterwards send seasonable notice to the Principal of the school of the time when she is to return. All teachers when absent from school, except for sickness, shall forfeit their salary during the continuance of such absence, and the pay of the substitutes shall be at the rate of one dollar and a half per day. When a teacher returns to school after a temporary absence and fails to send notice as required above, in time to save the substitute the trouble of going to the school, the substitute, and not the teacher returning, shall receive the pay for the half-day. No compensation shall be allowed to any teacher after an absence of two weeks, nor shall any teacher receive pay for absence occurring at the commencement of a term, unless sickness be the cause of such absence, and a proper notice of such cause shall have been sent to the office of the Board.

SUPERINTENDENT AND HIS DUTIES.

§ 38. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school-houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be

the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and acts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all children in this city who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

§ 39. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and remedy defects.

§ 40. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

§ 41. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change, satisfactory to the Committee on Rules and Regulations.

§ 42. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

§ 43. The orders of the Board of Education for labor and sup-

plies shall be given by the Superintendent, under the general direction of the President of the Board, and the several Standing Committees—each Committee attending to the supervision of its own department.

§ 44. It shall be the duty of the Superintendent to preserve, at the office of the Board, a complete list of the books; clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of July in each year, he shall cause a careful comparison to be made of this list with the articles belonging to the schools, and report the result to the Board. Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

BUILDING AND SUPPLY AGENT.

§ 45. The Building and Supply Agent shall have the special oversight and direction of the workmen employed by the Board, and of the Janitors of the several Public Schools, attend to the furnishing of supplies, superintend the repairs, and have the general care of all the property under the control of the Board. He shall be under the general direction of the Committee on Buildings and Grounds, the Committee on Apparatus and Furniture, the Committee on Janitors and Supplies, and the Superintendent; and he shall perform such other duties as may be required of him by the Board.

GENERAL REGULATIONS OF THE PUBLIC SCHOOLS.

§ 46. *Teachers to acquaint themselves with the Regulations.*—All the Teachers of the Public Schools are required to make themselves familiar with the provisions of these regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the

Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

§ 47. *Teachers to be at School Rooms Early.*—All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school rooms shall be opened at this time for the reception of pupils.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy. The Masters of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, those rooms or halls shall be made comfortably warm, and one or more of the teachers to be designated by the Principal, shall be present and exercise a general care over the pupils.

§ 48. *Uniform Standard of Time.*—It shall be the duty of each Principal to see that all the clocks belonging to his school are regulated by the city time every morning; and all the teachers shall conform to this standard in making their record of attendance both for themselves and their pupils.

§ 49. *Opening and Closing School.*—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office.

§ 50. *Opening Exercises.*—The morning exercises of each department of the several schools shall commence with reading the

Scriptures, without note or comment, and this exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

§ 51. *Partizan Questions*.—All questions of a sectarian or partizan character shall be carefully kept out from the schools.

§ 52. *Discipline*.—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In all cases of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the Committee on the School or of the President; and the case shall be reported to the Board at its next regular meeting.

Each Principal and each Assistant Teacher shall make out and preserve a full and complete statement in writing, of each case in which corporal punishment shall have been inflicted by him or her upon any pupil, specifying the name, age and grade of the scholar punished, the offence charged, and the kind and degree of punishment inflicted; which statement shall be kept open for inspection, in the respective rooms of the teachers during the month, and be returned by the Principal with his regular monthly report, at the close of each school month, to the Superintendent for examination by the Board.

§ 53. *Suspension of Pupils in Special Cases*.—For violent or pointed opposition to authority, in any particular instance, a Master may suspend a pupil from school for the time being; thereupon he shall immediately inform the parent or guardian, and the Superintendent. Pupils thus suspended may be restored by the Superintendent at his discretion. All restorations shall take effect only at the commencement of the school month, next succeeding the suspension.

§ 54. *Suspension of Pupils by the Superintendent*.—Whenever the Principal of any school shall report to the Superintendent the

name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily. Any pupil thus suspended may be restored to school by the Superintendent at his discretion; but no pupil shall be finally expelled from school without the approval of the Board.

§ 55. *Responsibility of Teachers.*—The Masters shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and co-operate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each Assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Master.

§ 56. *Head Assistants.*—The Head Assistant of a school shall have charge of such classes in the Master's division as he may designate; she shall also have charge of the general records of the school, under the supervision of the Principal, and shall discharge such other duties as he may assign; *Provided*, that in the schools where extra teachers are employed, the clerical work of keeping the records shall be performed by the extra teacher.

§ 57. *Teachers' Meetings.*—The teachers of the High School shall meet once a week, at such times as the Principal may appoint, for consultation in regard to the interests of the school.

On the third Friday afternoon of each school month, the District Schools shall be closed one hour before the usual time, and all the teachers of each school shall meet during this hour, under the direction of the Principal, and occupy the time in discussing methods of discipline, discussing and illustrating methods of instruction, and conferring together respecting the general interests of the school. The Principal shall cause a full and accurate journal to be kept of the doings of each meeting, including the subjects introduced, and the names of the teachers taking part in each exercise. He shall also send a copy of this journal to the office of

the Board, on or before the Monday following each meeting. In keeping the time record of the teachers, this hour shall be regarded the same as the last school hour of any other day, and all cases of absence from the meetings, or leaving before the close of the hour, shall be reported accordingly.

§ 58. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each School Month, at the High School building,* for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9½ A. M., and close at 12 M., with a recess of fifteen minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he may deem best to secure a full and accurate report of the attendance of teachers. At the close of each term the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term. The half day devoted to Institute shall be considered the same as any other half day of school time, and absence from Institute be considered the same as absence from school.

§ 59. *Order in the Stairways, Halls and Yards.*—The Principals of the several schools shall establish special rules for securing good order in the stairways, halls and school yards.

§ 60. *Care of School Premises.*—The Masters of the several schools shall prescribe such rules for the use of the yards, basements and out buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Masters shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors under the general supervision of the Committee on Janitors and Supplies, and the Building and Supply Agent.

§ 61. *Closing School Premises.*—It shall be the duty of the Master of each school to cause the doors of the wood-shed, out-

houses, gates, and the outside doors of his school house to be locked, and all windows of the same to be shut and fastened every day, after the close of school.

§ 62. *Care of Houses.*—The contracts with Janitors shall all be made by the Building and Supply Agent, under the direction of the Committee on Janitors and Supplies. During the spring vacation, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of the floors, seats, desks, stairs, doors, wainscoting, etc., of their school houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the Master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors shall set forth specifically the items of work, or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other person employed to do the work.

§ 63. *Care in Respect to Fires.*—During the cold season, it is expected that the Masters will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall give special attention to the practice of economy in the use of fuel, and take measures to prevent the Janitors from wasting coal with the ashes which they remove from the stoves and furnaces. They shall also use every precaution to save the buildings from exposure to fire.

§ 64. *Recess.*—The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. All pupils shall be required to pass out of the school room at recess, unless it would occasion an exposure of health, but they shall never be required to remain out when the exposure would be injurious to health.

§ 65. *Ventilation and Temperature.*—It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. In the buildings heated by hot air furnaces, or by stoves enclosed in cylindrical screens, the lower ventilators should generally be kept open and the upper ones closed, but in buildings heated by steam, it is generally better to open both the upper and lower ventilators. The windows must not be opened during the cold season, when the proper ventilation can be secured by the use of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of air. The Principals shall give special attention to the ventilation of all the rooms, and give such aid and direction to the assistants as may be necessary to secure a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometers, and endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and in case it is found to be below 65°, measures should be taken immediately to raise it. The thermometers should be so located as to indicate, as nearly as possible, the average temperature of the rooms.

In all the buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Building and Supply Agent, to take complete control of the heating apparatus. When steam is needed in any room, or when it is desired to turn it off, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

§ 66. *School Records.*—The Principal and Assistants of each school shall keep such records as will show the attendance, scholar-

ship, and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled, average number belonging, average daily attendance, and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

§ 67. *Record Books sent to the Office of Board.*—At the close of each school year in July, all the class books, general records, registers, diaries, Moseley account books, and records of visitors, shall be sent by the Principals to the office of the Board of Education for inspection; and those which are needed again at the Schools shall be returned to the Principal at the opening of the fall term in September. All the class books and other record books when filled up, are to be returned to the office of the Board of Education.

§ 68. *Blanks for Schools.*—All school registers, class-books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

§ 69. *Manner of Keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms. All work upon class books, except the making of the daily record, must be done out of school hours.

§ 70. *Examination of Class Books.*—The Principals of the Schools shall examine all the class books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

§ 71. *Absence of Teachers to be Reported.*—It shall be the duty of the Principal of each school to return to the office of the Board of Education, not later than 10 o'clock, A. M., of the last day of each school month, a list of the absences of each regular teacher connected with the school, and, if the absences are not

consecutive, to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

§ 72. *Monthly Returns.*—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before five o'clock on the Monday following the last Friday of each month.

§ 73. *Examinations.*—There shall be an annual public examination of all the schools, to be held at such time and conducted in such manner as the Board may direct. At some time during the last part of the Winter Term, the Superintendent shall have a written examination of one or more grades in the Grammar Department, in such branches as he may designate. In estimating the results of this examination, he shall have authority to call on the pupils of the Normal Department for such assistance as he may need.

§ 74. *Absence from Examination.*—Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

§ 75. *Medals and Scholarships.*—No medal or scholarship shall be awarded to a pupil who has not been a regular attendant upon the Public Schools of the city for at least two full terms of the year immediately preceding, nor to any pupil who has received either before. In all the schools the award shall be made, as far as practicable, to pupils in the first class of the Master's division.

In awarding medals and scholarships, the first or most meritorious scholar may choose between a medal and a scholarship, but no scholar shall receive both a medal and a scholarship. See § 25.

§ 76. *Contributions and Presents.*—No teacher shall allow a subscription or contribution of any kind in any Public School.

§ 77. *Prizes.*—The teachers shall not award any medals or prizes to the pupils under their charge, unless specially authorized by the Board.

§ 78. *Advertisements and Agents.*—No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

§ 79. *Reading Regulations to Pupils.*—It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

§ 80. *Authorized Books and Studies.*—The books used, and the studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in the schools, any book, pamphlet or publication not contained in the list of books directed and authorized to be used in the schools.

§ 81. *Different Editions of Text Books.*—It shall be the duty of each Principal to report to the Superintendent, as soon as he learns of the same, the presence in his school of two or more essentially different editions of any one of the text books in use and unless after notice is given to that effect by the Superintendent to the publishers or agents of such books, they shall supply an edition of such book, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the school.

§ 82. *Buildings, how used.*—The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

§ 83. *Books from the Moseley, Jones and Newberry Funds.*—All the books furnished by these Funds for the use of indigent

children, shall be returned to the teachers at the close of each term. The Masters of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils; the number of each kind returned; and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds, shall be delivered to the Masters of the several schools, or to their written order.

§ 84. *Age and Non-Residents.*—All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of six years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

§ 85. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: *Provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining said books.

§ 86. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

§ 87. *Contagious Diseases.*—No pupil affected with any contagious disease, shall be allowed to remain in any of the Public Schools.

§ 88. *Vaccination.*—No pupil shall be received in any Public School, without furnishing evidence satisfactory to the Principal, that he or she has been vaccinated, or otherwise secured against the small pox. The teachers will in all cases give careful attention to this matter.

§ 89. *Bad Habits and Bad Language.*—The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

§ 90. *Care of Pupils out of School Hours.*—It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather or their great distance from school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the *school rooms* for their protection and care, under the eye of a teacher.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon except in cases of urgent necessity.

§ 91. *Care of Pupils going to and from School.*—The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

§ 92. *Penalty for damages to School Property.*—Any pupil who shall cut or otherwise injure any part of any Public School House, or injure any fences, trees or outbuildings, belonging to any of the Public School estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any Public School premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offence. The Master of a school may suspend a pupil temporarily for such offence, and he shall thereon immediately notify the parent or guardian, and the Superintendent.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees or window casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

Pupils shall not be allowed to remain in any of the rooms that are provided with cherry desks or other improved furniture, except in the presence of a teacher, or of some reliable monitor who is made specially responsible for the care of the seats and desks.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

§ 93. *Leaving School.*—Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half day in any one week: *Provided* it will not interfere with the pupil's regular course of instruction in school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

§ 94. *Tardiness.*—The bell of each school shall be rung three minutes before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

§ 95. *Absence.*—Every scholar in the High School, or in the Grammar divisions of the District Schools, who shall be absent six half days in four consecutive weeks, and every scholar in the Primary divisions who shall be absent eight half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, or to avoid a serious and imprudent exposure of health, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended, unless for sickness, shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

All restorations by the Superintendent must take effect upon the first day of the month succeeding such restoration, unless in special cases, which may be left to the discretion of the Superintendent.

In the application of the foregoing rule, two tardinesses or two dismissals, or leaving school without permission, shall be regarded the same as one absence. Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness.

Whenever the absences of a pupil are *occasioned by sickness*, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parent's explaining the cause, either in person or by written note, *to the teacher*, and not to the Superintendent.

§ 96. *Parents to be notified of Absences.*—Parents should, in all cases, be notified when the absences of their children have accumulated so that two additional half days' absences will require a suspension from school.

§ 97. *Written Excuses.*—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session or the next day, at their discretion ; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health, nor in any case of first offence ; nor shall pupils be sent for absent or tardy pupils when they would, by being thus sent, be absent from any recitation or exercise of the class to which they belong.

§ 98. *Monthly Report to Parents.*—The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment ; to be signed by the parent or guardian, and returned to the Principal.

In the District Schools the teachers shall send a similar monthly report to the parent or guardian of each pupil in the Grammar divisions.

Whenever a pupil is excused from attending to any of the regular branches of the course, his Class Record and Monthly Report to Parents, shall in all cases be plainly marked *Partial Course*.

§ 99. *School Hours.*—The morning sessions of the High School shall commence at nine o'clock and close at twelve, and the afternoon sessions shall commence at half past twelve, and close at half-past two o'clock. The teachers shall remain at their school rooms during the intermission at noon.

The morning sessions of the District Schools shall commence nine o'clock, and close at twelve, and the afternoon sessions shall commence at half-past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half-past four ; *Provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

§ 100. *Dismissing Primary Divisions.*—From the first Monday in the school month of March to the first Monday in the school

month of November, every pupil under nine years of age, belonging to the Card, Primer and First Reader classes, shall be dismissed during the school hours of each day, not less than one hour, nor more than one hour and a half. Pupils of the Second Reader classes, may be retained through the sessions, or dismissed any time not exceeding three-fourths of an hour.

From the first Monday in the school month of November, to the first Monday in the school month of March, every pupil under nine years of age, belonging to the Card, Primer and First Reader classes, shall be dismissed during the school hours of each day not less than half an hour nor more than one hour.

No pupil over nine years of age shall be dismissed during any portion of the school hours, except at the discretion of the teacher; and no pupil, at any age, shall be dismissed during school hours against the wishes of his parents.

The teachers will arrange to dismiss different classes at different times in the day, so that there will always be one or more classes present.

§ 101. *Dismissing at the Request of Parents.*—Pupils in the Primary divisions may be dismissed any time after the commencement of the forenoon and afternoon recesses, on the written or personal request of the parent or guardian; *Provided* such dismissal does not interfere with any of the school exercises.

§ 102. *Terms and Vacations.*—The terms of the Public Schools shall commence on the second day of January, the Monday following the first Friday in May, and the first Monday in September; and shall close two weeks before the first Friday in May, and upon the third day of July, and the twenty-fourth day of December; *Provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday. The schools shall be continued five days in each week.

§ 103. *Holidays.*—The Fourth of July, Annual Thanksgiving and the following Friday, and the Twenty-second of February shall be regarded as holidays.

No teacher shall take any holiday other than the above, or leave school in school hours, except in accordance with §§ 104 and 105, or on account of sickness or other unavoidable necessity.

§ 104. *Closing Schools Temporarily.*—The President of the Board of Education shall have authority to dismiss the schools temporarily, not exceeding three days in a year, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

§ 105. *Teachers Visiting Schools.*—The teachers may visit divisions of the same department or grade as their own divisions, in any of the Public Schools of the city for the purpose of observing different modes of instruction and discipline; but such visits shall not occupy more than one half a day in a term, and teachers shall not leave their schools for this purpose till they have obtained permission from the Superintendent, and in all such cases their divisions shall be dismissed for the time of their absence.

Principals and Head Assistants may visit any department or grade in the District Schools, their absence not to exceed one day each term and their divisions shall be retained under charge of one during the absence of the other.

Only one teacher shall leave the same school during the same half day in cases where divisions are dismissed.

§ 106. *Promotions and Forfeiture of Position.*—No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on Tablets, &c. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used; and spell any of the words, both by letters and by sounds. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class next below the class to which they belong, whenever their scholarships falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month if their scholarship warrant it.

§ 107. *Pupils Passing from one District to Another.*—Whenever a pupil passes from one District School to another, he shall be required to present to the Principal of the school which he enters a certificate from the Principal or other teacher of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

§ 108. *Grammar and Primary Departments of the District Schools.*—All the divisions of pupils in the four highest grades of the District Schools, shall be called Grammar Divisions, and all the divisions in the six lowest grades shall be called Primary Divisions.

HIGH SCHOOL.

§ 109. *Management of the High School.*—The general management and discipline of the High School are committed to the hands of the Principal; but each of the assistants shall be responsible, under the direction of the Principal, for the order and discipline of his own room.

§ 110. *Examination for Admission to High School.*—Pupils shall not be admitted to the General or Classical Department of the High School until they are thirteen years of age; and until they shall have sustained a satisfactory examination upon the studies pursued in the District Schools: *Provided*, that this rule shall not exclude those from entering at the commencement of the school year, who will have attained the age of thirteen years at the time of the special examination at the close of the Fall Term, as hereinafter provided for. They shall also be actual residents of the city, and shall have attended some District School of the city two terms, one of which shall be the term next preceding the time of application for admission; but this rule shall not operate to exclude from examination

any pupils that have not resided in the city two terms, if they enter the Public Schools as soon as they become residents of the city, and present themselves at the first examination that occurs after they become residents: *Provided*, they shall have attended the Public Schools of some city or town two-thirds of a year, one-half of which time shall be within the six months next preceding the time of application for admission.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the Masters that they are eligible to an examination under the foregoing rule. Pupils who desire to be examined with the candidates for admission to the High School, but do not intend to enter the school, shall not hereafter be debarred from this privilege: *Provided*, they are in other respects eligible.

§ 111. *Regular Examination for Admission to the High School.*—The regular examination for admission to the High School shall take place once each year, near the close of the Summer Term.

§ 112. *Special Examination for Admission to the High School.*—Near the close of the Fall Term in each year there shall be a special examination of pupils who are eligible to seats in the High School, and who may be prepared to enter existing classes. But no pupils shall be admitted to the High School at this time unless they first sustain a thorough examination on all the preparatory studies, and also on all the studies that have been pursued in the High School by the class which they propose to enter; thus satisfying the Board that their rank of scholarship is as high as the average rank of the class which they are to join. Nor shall any pupils be admitted at this examination, however high their rank of scholarship, unless there are vacant seats in the division they are to enter.

§ 113. *Questions for Examination.*—It shall be the duty of the Superintendent to prepare a suitable list of questions for each examination of candidates for admission to the High School, and some member of the Committee on the High School shall be present during the examination.

§ 114. *Transfer of Pupils from one Class to another.*—Pupils of the High School may be removed from the class to which they

belong in the regular course, with the approval of the Superintendent, upon an examination of each case reported by the Principal.

§ 115. *Forfeiture of Seat in High School.*—Pupils of the High School who vacate their seats four successive weeks shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in writing submitted to the Board, stating the cause of the discontinuance of such pupil's attendance; *Provided*, that the Chairman of the Committee on the High School may, in special cases, on the recommendation of the Principal, grant permission to applicants to return during the intervals between the meetings of the Board, and remain till the next meeting subsequent to such re-admission.

§ 116. *Normal Department.*—Candidates for admission to the Normal Department of the High School shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They shall also sign a statement that is their intention to pursue the business of teaching in the Public Schools of Chicago, and that their object in obtaining admission to this department is for that purpose.

Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

No candidate that is examined for admission to the Classical or General Department of the High School and rejected, shall be admitted to the Normal Department during the term next succeeding such examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal Department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination Teachers shall have authority to remove from the Normal Department any pupils who do not give promise of success as teachers in the Public Schools.

§ 117. *Term of Attendance upon the High School.*—The term of attendance upon the High School necessary for graduation shall be, in the Normal Department two years, and in the General and Classical Departments, four years.

HIGH SCHOOL LIBRARY.

§ 118. The following rules are adopted with reference to the High School Library.

RULES.

1. The Library shall be open at the close of the afternoon session, every Thursday in Term time.

2. The Teachers of the High School may have access to the Library at any time, and may draw books from it in accordance with Rules 4 and 5.

3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

4. No folio, quarto or cyclopedia shall be taken from the Library but may there be consulted.

5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.

6. Any person injuring or losing a book belonging to the Library, shall make compensation for the same, and failing to do so shall be excluded from the use of the Library.

7. The Librarian shall keep an account of the names of all persons drawing books from the Library, the numbers and names of the books, and the date of drawing and of returning.

8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

REFERENCE LIBRARY FOR TEACHERS.

§ 119. The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

DISTRICT SCHOOL LIBRARIES.

§ 120. All books placed in any of the school libraries must first receive the approval of the Board. The Libraries shall be opened at regular times to pupils entitled to draw books therefrom, and shall be under the control of the Principals of the schools to which such libraries belong, subject to the direction of the Board of Education.

VOCAL MUSIC.

§ 121. The President of the Board and the Chairman of the Committee on Text Books and Course of Instruction, and the Superintendent, shall arrange the number of lessons in Music to be given to each school, and the length of the exercises. They may also at their discretion designate any of the regular teachers to give instructions in music to such divisions as they may appoint. They shall have authority to employ the Music Master during a portion of his time in the instruction of teachers; and for the accomplishment of this object they may dismiss such Primary Divisions as they may deem best, not exceeding one hour in four weeks. It shall be the duty of all teachers whose divisions are dismissed to attend these exercises.

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